Procedural Guide

For
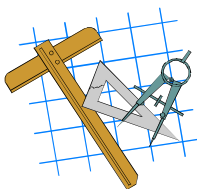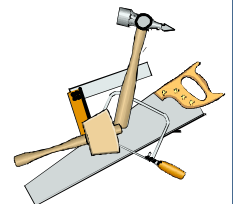
Civil Engineer

Training

July 2000
Edition

HQ Air Force Civil Engineer Support Agency
*Providing the best tools, practices, & professional support
to maximize Air Force Civil Engineer Capabilities
in base and contingency operations*

Guide to Civil Engineer Training

Preface

This guide is designed to assist training managers supporting civil engineer units with the development, implementation, and maintenance of their training programs. The information in this guide will be useful to both experienced and new managers in building the infrastructure of their training program. The guide lays out responsibilities of the commander, training manager, supervisor, trainer, certifier, and trainee in various aspects of unit training.

The Air Force Civil Engineer Support Agency Training Division, HQ AFCESA/CEOT, prepared this guide. We wish to acknowledge the outstanding contributions of CMSgt Margaret Nichols, 4TH AF/DPT, March ARB, CA, Air Force Reserve, SMSgt Jeff Sanford, 140 CES/CEO, Buckley ANGB, CO, Air National Guard, TSgt James H. Lingard, 78 CEG/CSST, Robins AFB, GA, USAF, TSgt Holly S. Olsen, 5 CES/CCQT, Minot AFB, ND, USAF, and TSgt Scott J. Woodland, 341 CES/CEOIE, Malmstrom AFB, MT, USAF. We welcome your ideas to improve this guide. Send suggestions and training success stories to:

<div align="center">

HQ AFCESA/CEOT,
Attn: SMSgt Glenn L. Deese
139 Barnes Drive Suite 1
Tyndall AFB FL 32403-5319
DSN 523-6392,
or e-mail at glenn.deese@afcesa.af.mil.

</div>

Guide To Civil Engineer Training

Table of Contents

Attachments

Chapter 1

Commander's Introduction to Training

Introduction

A successful training program is an intricate part of your unit's mission accomplishment. Understanding the training process and the key role you play is extremely important. Let's explore the training perception of many civil engineer managers.

Unfortunately, many civil engineer managers see training as a "black hole". Training happens because the mission gets accomplished, but it's rarely ever seen or heard about unless there are problems; e.g., course failure, skill downgrade, safety mishaps, etc. But how does training happen? What should you, the commander, be doing to ensure or enhance training? Your specific duties and responsibilities are outlined in AFI 36-2201, *Developing, Managing and Conducting Training* and AFM 36-2247, *Planning Conducting, Administering and Evaluating Training*. We strongly suggest you read these publications with your Unit Education and Training Manager (UETM). Your involvement and management of OJT are the keys to a successful program. AFI 36-2201 directs commanders to, **"…emphasize to all levels of supervision the importance of training. They must generate personnel motivation, enthusiasm and fulfillment through understanding what the job is, provide proper training, and make tools available to do the job."** Additionally, AFI 36-2201 directs you, "…**as a minimum"** to:

- **Require regular briefings by the Unit Education and Training Manager (UETM)**

- **Require training assessment meetings**

- **Require comprehensive training plans**

- **Visit work areas regularly to assess levels of training**

It's well understood that many Base Civil Engineer's (BCE) / Commanders' first concern is mission support for his or her installation. This automatically places training at a much lower priority, however, when training is viewed as a worthwhile investment of time, the returns on mission accomplishment will be high. Here are additional items from AFI 36-2201 that will help to balance the equation:

- **Make training a top priority!**

- **Appoint a UETM**. Ideally, this person should be an Education and Training Manager (3S2X1). If the commander appoints an additional duty training manager, a letter must be sent to the Base Training Manager to designate this person. **Get this person trained!**

- **Have your UETM work directly for you!**

- **Commanders designate in writing, "trainers" and "certifiers"--no exceptions!** This is a very critical step in the entire process and one that can "break" a program quickly if

not done correctly! NOTE: It is mandatory that the trainer and certifier attend the Air Force Training Course or any other valid previously taught course.

- **Ensure personnel plan, conduct, and evaluate OJT** to properly qualify trainees to perform their jobs and progress in their skill level.

- **Plan and project time and tools needed** to accomplish OJT.

Your UETM is responsible for the development, validation, and execution of your program. To assist you in developing your program, we have outlined a few special interest items, a strategic plan, and sample metrics. The strategic plan includes some basic goals, objectives and strategies, which will help you to put your arms around the program.

Special Training Issues

- **Strategic Training Plan**. The model strategic training plan outlines six components of a viable training plan. Each component has a defined goal with objectives and strategies to assist in the attainment of the goal. You may find it necessary to add additional components or objectives to meet your specific mission needs. Included are sample metrics that will help you manage training in your unit and assess the effectiveness of your training program.

- **Career Field Education Training Plans (CFETPs), Upgrades, and Promotions.** To add some "teeth" into the OJT program, the Air Force linked skill-levels to promotions/promotion eligibility. In the past, time was often the driving factor behind promotion; now, completion of skill training is the key. The Part 1 of CFETPs spell out this link very precisely.   The minimum requirements for upgrade are successful completion of Career Development Courses, certification of all the mandatory core tasks; completion of all duty position requirements, and any MAJCOM identified tasks. In addition, minimum time limits and any other training requirements must also be met. Certification can only occur when an appointed "trainer" and "certifier" both verify the trainee's accomplishment of the task.

    Beware! Although a person who hasn't completed all the requirements in time for the promotion testing cycle, they can still test (with a waiver from the commander), and be selected for promotion; the person **cannot** sew on the new stripe until they meet the required skill level. *__Award of a skill level can not be waived!__* The UETM will review training records to ensure completion of all mandatory requirements prior to upgrade to the next skill level.

CE Unit Strategic Training Plan

    With the ever-increasing demands to accomplish more with less, planning training has never been more important. Tailor the following outline to meet the specific training needs of your unit:

CE UNIT TRAINING STRAT PLAN

Mission
Ensure civil engineers are trained to meet all
contingency and
day-to-day operations and are postured for future
leadership roles

2001
Goals, Objectives, and Strategies

---

1. **ORIENTATION AND EDUCATION TRAINING.** Implement aggressive initiatives to orient personnel on the concepts, scope and objectives of on-the-job training.

  1-1 **Initial Orientation briefing.** Execute a training orientation program for all newly assigned personnel to ensure individuals understand the responsibilities of supervisors, trainers and trainees in regard to the unit training program.

    1-1.1   Develop a briefing outline/checklist.

    1-1.2   Establish a schedule for briefings and identify the target group.

  1-2 **Initial Evaluation.** Ensure a thorough assessment of individual's qualifications is conducted within 90 days of assignment (IAW AFI 36-2201).

    1-2.1   Assist supervisors in the development of evaluation criteria.

    1-2.2   Supervisors are required to use AETC Form 156 (IAW AFI 36-2201).

    1-2.3   Assist supervisors in conducting/documenting initial evaluations of newly assigned personnel.

  1-3 **Air Force Training Course (AFTC).** Provide training sessions to keep personnel abreast of the latest training initiatives and qualified to accomplish work center training programs.

    1-3.1   UETM instructs the Air Force Training Course--conduct exercises, which allow for practical application of material.

    1-3.2   Incorporate civil engineer-unique programs (CerTest, ConTest, Prime Beef, etc.) in course lesson plan.

1-3.3 Provide training on deficiencies identified during work center visits and policy and program changes.

1-3.4 Establish a metric to track the number of qualified trainer/certifiers. (Sample 1).

1-4 **Training Feedback.** Execute a formal feedback program to ensure outside agencies are meeting unit needs.

1-4.1 Establish an in-house system to track and process all surveys (formal school evaluations, job inventory, task analysis).

1-4.2 Coordinate with appropriate field agencies for on-site visits.

1-4.3 Create a metric to track survey completion.

2. **CAREER DEVELOPMENT COURSE PROGRAM.** Develop and implement an aggressive career development course program to promote the role of CDCs in skill level progression, promotion opportunities, and Air Force Specialty (AFS) knowledge.

2-1 Use validated CDC pre-assessment tools provided in CerTest.

2-2 Execute a structured on and off-duty study program.

2-3 Develop incentive programs to reward outstanding performance by trainee and trainer/supervisor. (Attachment 1)

2-4 Provide detailed briefings to key personnel outlining specific CDC duties and responsibilities. (Attachment 2)

2-5 Establish metrics to assess use of study time by work centers. (Sample 2)

2-6 Establish metrics to reflect squadron pass rate by work centers. (Sample 3)

3. **CORE TASK QUALIFICATION/CERTIFICATION TRAINING.** The Commander is responsible for developing and executing a viable training plan to ensure personnel are certified on all core tasks. Establish a training plan for Core and Contingency task certification of the total civil engineer force.

3-1 Identify tracking method for all personnel in qualification/certification training.

3-2 Identify Subject Matter Experts (SMEs) and establish duties.

3-3 Establish weekly in-house training schedules and monthly training days.

3-4 Develop schedules for training sessions and rotation of personnel to meet specific needs.

3-5 Identify training deficiencies caused by a lack of equipment or funds.

3-6 Establish metrics to identify the number of personnel trained on all minimum requirements in each Air Force Specialty. (Sample 4)

4. **FORMAL SCHOOLS EDUCATION AND TRAINING PROGRAM.** The Commander is responsible to develop and execute a formal schools education and training program to ensure personnel are qualified to perform their assigned duties.

   4-1 **Annual Screening.** Design an annual screening process to ensure quotas and funding requirements are identified.

   4-1.1 Provide tools for unit supervisors to identify, prioritize, and validate course requirements. Utilize the Education and Training Course Announcements (ETCA) information to create a tool identifying available courses. (Attachment 17)

   4-1.2 Research local training sources to meet needs not available through Air Force channels.

   4-1.3 Identify mandatory state, regional, national, and DOD certification requirements and then training sources necessary to meet those requirements (e.g. Pest Management, HVAC/R, and Cathodic Protection).

   4-1.4 Establish budget requirements to fulfill training needs.

   4-2 **Attendance.** Establish TDY-to-school process to achieve 100% fill rate.

   4-2.1 Assist supervisors in identifying appropriate personnel to attend training (*ensure personnel meet course prerequisites identified in the* ETCA)

   4-2.2 Coordinate (as applicable) with the Commanders Support Staff (Orderly Room), Military Personnel Flight (MPF), formal training section, or Civilian Personnel Office (CPO) and MAJCOM POC for travel orders.

   4-2.3 Develop policies and procedures to prevent no-shows and unused quotas.

5. **OFF-DUTY EDUCATION.** Implement aggressive initiatives to increase awareness and participation in off-duty education.

   5-1 **Awareness.** Develop awareness program using available avenues (training meetings, commander's call, fliers, etc.).

   5-1.1 Identify all available resources for educational opportunities (Community College of the Air Force, local colleges, on-site colleges, etc.).

   5-1.2 Promote the use of programs such as College Level Examination Program (CLEP), Defense Activity for Non-Traditional Educational Support (DANTES), Airmen Education Commissioning Program (AECP).

   5-1.3 Refer personnel to the Education Services Center to receive information on funding assistance, tuition assistance, GI Bill, Montgomery GI Bill, and Veteran Educational Assistance Program (VEAP).

5-2 **Participation.** Develop program to increase participation in education programs.

    5-2.1   Implement unit commander's policy to allow active participation in programs. (Attachment 10)

    5-2.2   Implement incentives to promote participation.

5-3 Develop metrics to measure the number of personnel actively participating versus the number eligible, (Sample 5)

6. **LEARNING RESOURCE CENTER (LRC).** Implement an LRC to provide personnel with the necessary tools and conditions to meet training requirements.

    6-1 Develop interim and long-term plans to establish and maintain an LRC.

        6-1.1   Identify equipment (computers, printers, TV, VCR, etc.) and materials (videos, workbooks, etc.).

        6-1.2   Outline budget requirements and strategies to support the LRC.

Note: You are not alone. You have a network of CE UETMs, home station UETMs, base training, and MAJCOM functional managers who will help you fulfill your responsibilities. Don't get overwhelmed. Call them and get help when you need it.

Samples
1. Metric to track the number of personnel completing AFTC
2. Metric to assess use of study time by work centers
3. Metric to reflect squadron CDC pass-rate by work centers
4. Metric to identify the number of personnel trained in each Air Force Specialty Code
5. Metric to measure the number of personnel actively participating in off-duty education

CE Training Peer Indicators
AFTC COMPLETIONS

30	
25	
20	
15	
10	
5	

3E0X1 3E0X2 3E1X1 3E2X1 3E3X1 3E4X1 3E4X2 3E4X3 3E5X1 3E6X1 3E8X1 3E9X1

Jan - Mar 01
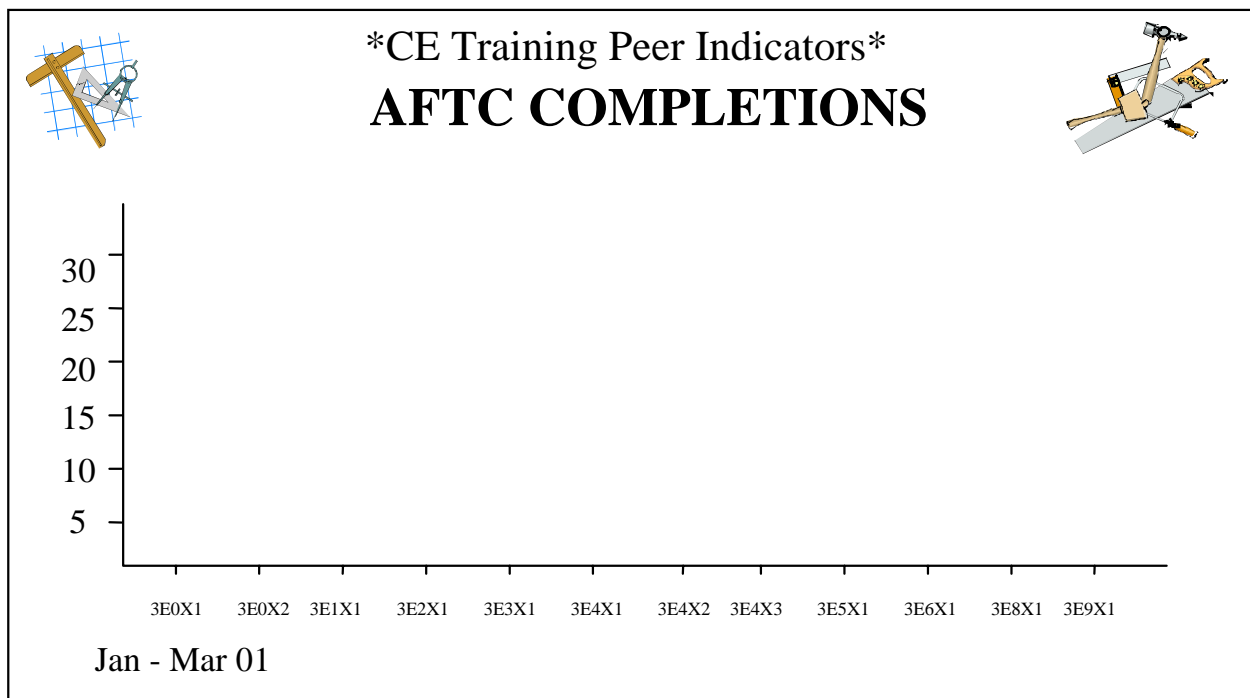
Sample 1. Metric to track the number of personnel completing AFTC

* CE Training Peer Indicators *
ON DUTY STUDY TIME
Hours Per Week

10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

ELEC P/PRO HVAC/R PV/EQ STRUC UTIL LFM ENV ENG OPER FIRE EOD READI

Jan - Mar 01
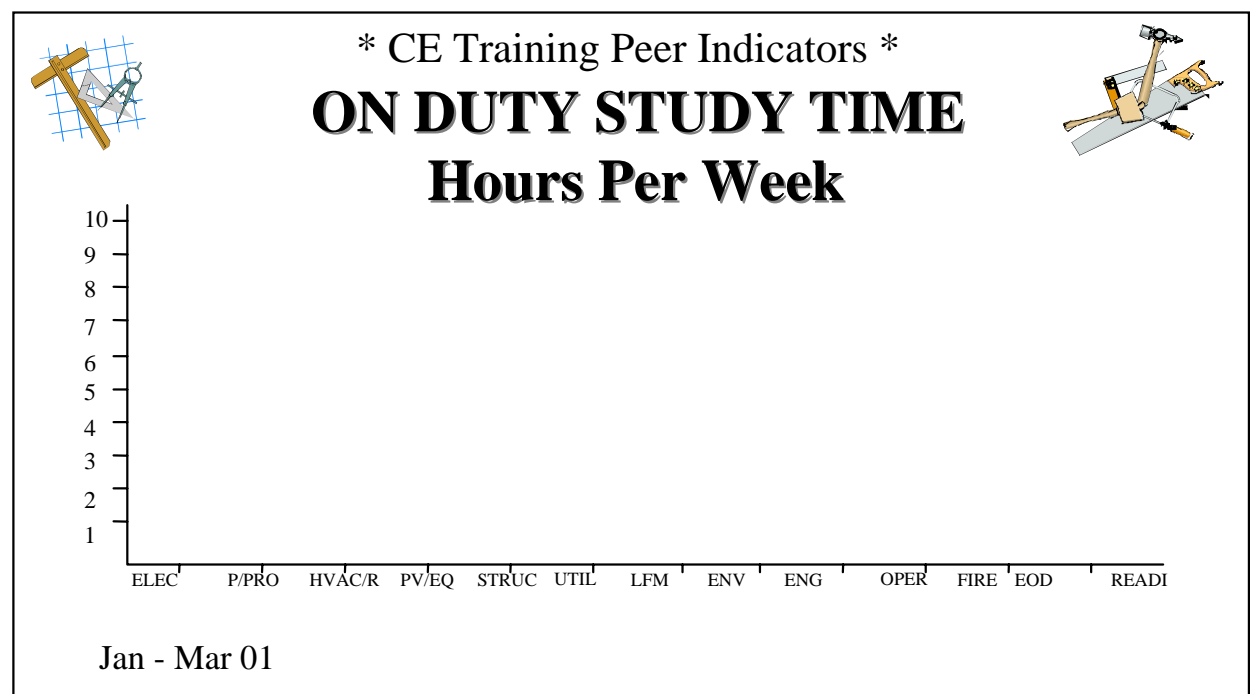
Sample 2. Metric to assess use of study time by work centers

* CE Training Peer Indicators *

CDC PASS RATE

10
9
8
7
6
5
4
3
2
1

ELEC P/PRO HVAC/R PV/EO   STRUC   UTIL   LFM   ENV   ENG   OPER FIRE   EOD REDNSS

Jan - Mar 01
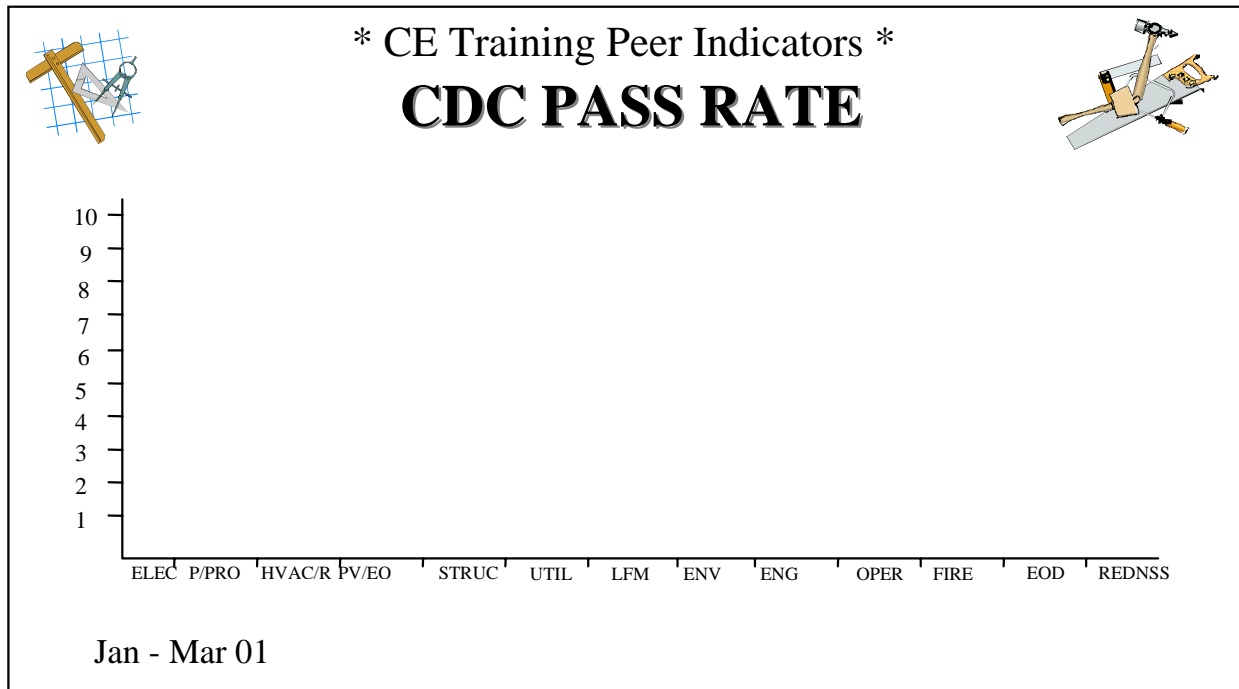
Sample 3. Metric to reflect squadron pass-rate by work centers

* CE Training Peer Indicators *

NON-CERTIFIED PERSONNEL
Goal: 0

8
7
6
5
4
3
2
1
0

3E0X1 3E0X2 3E1X1 3E2X1 3E3X1 3E4X1 3E4X2 3E4X3 3E5X1 3E6X1 3E8X1 3E9X1

■ *Non-Cert Pers.*
□ *Cert Pers*
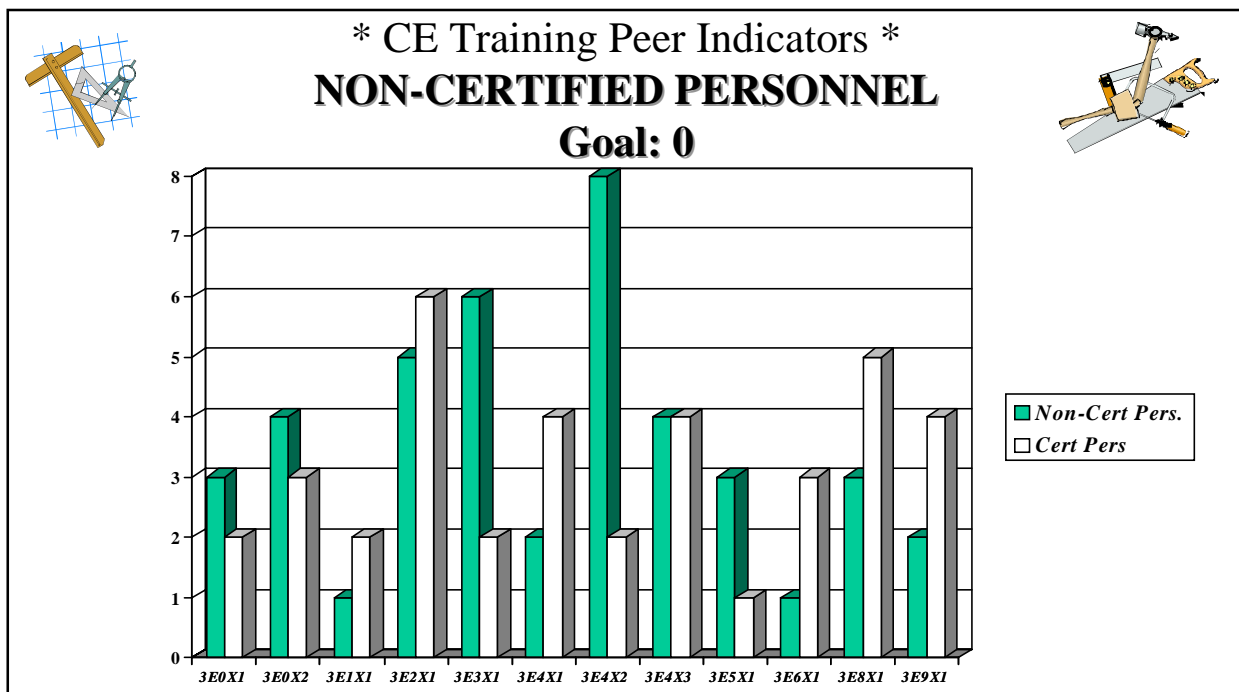
Sample 4. Metric to identify the number of personnel trained in each AFSC

* CE Training Peer Indicators *

OFF DUTY EDUCATION PARTICIPATION

Legend: Eligible, Non-elig., Enrolled

X-axis categories: 3E0X1, 3E0X2, 3E1X1, 3E2X1, 3E3X1, 3E4X1, 3E4X2, 3E4X3, 3E5X1, 3E6X1, 3E8X1, 3E9X1
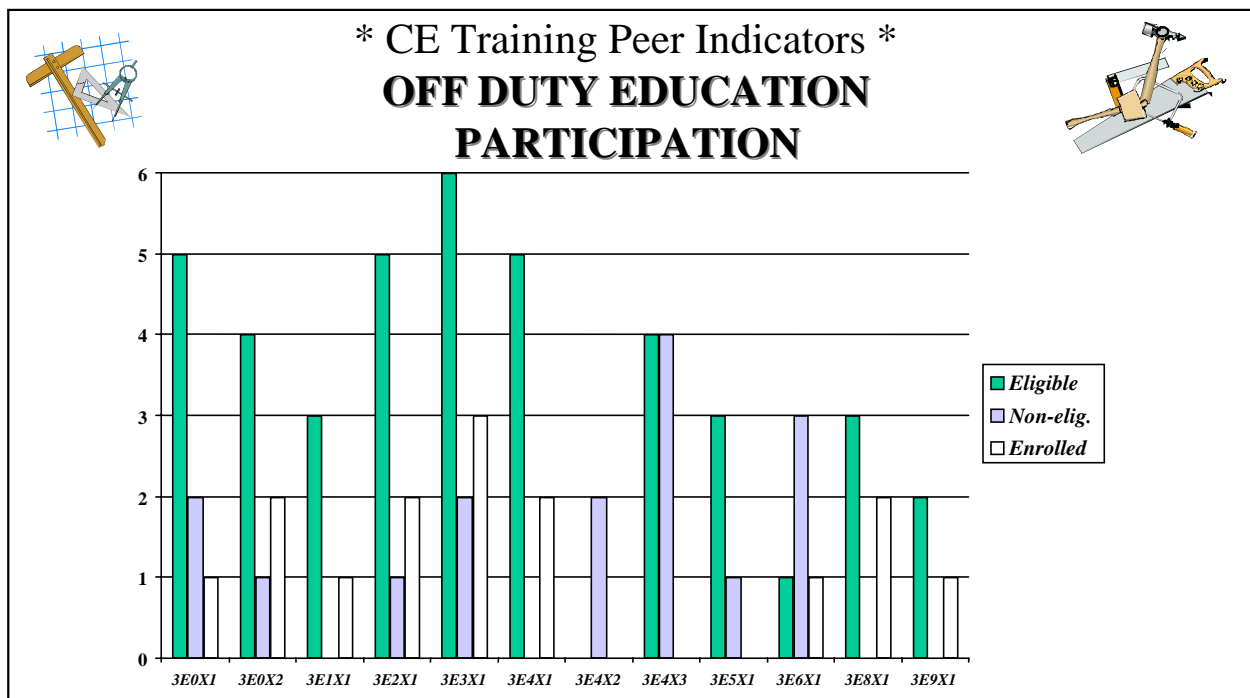
Sample 5. Metric to measure the number of personnel actively participating in off duty education

Chapter 2

Career Field Management Team

Introduction

HQ USAF Deputy Chief of Staff/Assistant Chief of Staff appointed Air Force Career Field Managers (AFCFMs) to ensure development, implementation and maintenance of CFETPs for the assigned Air Force specialties.

Air Force Career Field Managers (AFCFM)

Understanding the role and responsibilities of the AFCFM will help Unit Education and Training Managers (UETM) to resolve many training challenges in the field.

Our Civil Engineer AFCFMs are located at HQ Air Force Civil Engineer Support Agency (AFCESA) Tyndall AFB FL. Their specific duties are outlined in AFI 36-2201. Some of the most critical aspects of their job are as follows:

- **Chair the Utilization and Training Workshop (U&TW).** These workshops determine the most effective mix of formal and on-the-job training for a specialty. The workshop attendees are SMEs from different bases and various major commands. Each U&TW addresses specific agenda items. For example: rewrite an Air Force Specialty description, define core tasks in CFETPs, or determine training resource requirements. Participation at the U&TW from base level SMEs is essential to ensure day-to-day training challenges are identified. Your role as the UETM may be to assist the commander in selecting a SME to attend the workshop (if your unit is identified to send a representative). Taskings such as these are excellent opportunities to provide feedback to the AFCFM.

- **Develop new products for use in the field** (e.g. Air Force Qualification Training Packages [AFQTP], CD-ROM read ahead material, CDCs, etc.). Your unit SMEs may again be called upon to participate or provide feedback during the development and validation of these products.

- **Coordinate efforts with the Air Force Institute for Advanced Distributed Learning (AFIADL), the technical training school, and MAJCOM functional managers**.

Although they are always available to provide assistance when training problems arise, check with your parent MAJCOM before contacting the AFCFM.

Major Command (MAJCOM) Functional Managers

In addition to the AF CFMs, many MAJCOMs have assigned functional managers dedicated to providing guidance and assistance in all AFS specific matters.

In recent years the role of the MAJCOM functional manager has changed drastically due largely in part to manpower cuts and reorganization efforts. Although the duties and responsibilities of many functional managers have grown significantly in previous years, training is still a major part of their responsibilities.

It is very important for you, the UETM, to know whom your MAJCOM functional manager(s) is/are and understand their role in the training process. Their specific duties are outlined in AFI 36-2201. In addition to their many obligations, you should also know they play a pivotal role in the career development course program (e.g. reviewing waiver and extension packages, course content, etc.), the retraining program, and the validation of different requirements throughout the training process.

MAJCOM functional managers are also a great resource for providing assistance to resolve base level training challenges. They can provide a wealth of information on training resources and provide guidance on how to meet training requirements. If you don't know who the MAJCOM Civil Engineer Functionals are, you are missing out on a lot of good information.

Major Command (MAJCOM) Education and Training Managers

MAJCOM Civil Engineer directorates have either an Education and Training Manager or an additional duty training manager. These training managers act as the focal point for training related matters. Their duties may vary between MAJCOMs, but primarily include the formal schools program for both AETC and AFIT, developing budgets to support contingency training (e.g. Regional Equipment Operator Training Site [REOTS], unique command requirements—Air Mobility Warfare Center), and developing enlisted specialty training programs and policies for civil engineer units, just to name a few. (Current as of 1 July 2000)

CE FUNCTIONAL MANAGER			ED. & TRAINING MANAGER	
HQ ACC	CMSgt Henry	574-3212	Mr. Johnson	574-3212
HQ AETC	CMSgt Ezell	487-4874	Mr. Buckingham	487-3778
HQ AFMC	CMSgt Seeloff	986-2936	Mr. Gifford	986-3279
HQ AFRC	CMSgt Wynn	497-1084	CMSgt Wynn	497-1084
HQ AFSPC	CMSgt Reps	692-5309	CMSgt Reps	692-5309
HQ AFSOC	SMSgt Harris	579-2873	SMSgt Harris	579-2873
HQ AMC	CMSgt Farmer	576-5747	SMSgt Reynolds	576-5762
HQ ANG	MSgt Lomax	278-8178	MSgt Lomax	278-8178
HQ PACAF	CMSgt Fones	315-449-6626	Lianne Chong	315-449-5119
HQ USAFA	CMSgt Duffield	333-7210	TSgt Austin	333-2284
HQ USAFE	CMSgt Doorbal	314-480-6515	MSgt Findley	314-480-7249
HQ AIA	SMSgt Byrd	969-2850	SMSgt Byrd	969-2850
11 WG	CMSgt Miller	297-4407	TSgt Gore	754-6615

Chapter 3

Unit Education and Training Managers (UETMs)

Introduction

The face of the civil engineer community has changed drastically over the last few years. To help alleviate confusion, UETMs directly assisted in the development of this guide. The guide addresses several areas to include formal, civilian, guard and reserve training. Any reference to Part 1 of CFETPs and AFQTP listings can be accessed via the Internet on the AFCESA web page.

Although, your roles and responsibilities as a UETM are identified in AFI 36-2201 and AFM 36-2247, we feel more definitive guidance is needed. Our plans are to continually add to this guide as new programs come on-line and when clarification is needed on any training subject. If you have recommended improvements or alterations, or if you just have comments on what works or doesn't work, please let us know. We all share one common interest…**qualified craftsman.**

See attachment 3 for a sample of a Specialty Functional Manager Plan. Attachment 4 is a sample of training OI. Attachment 5 is how to implement a Craft Development Section.

Career Field Education and Training Plans (CFETPs)

The CFETP is the single source of information on career progression, specialty training standards, and the education and training needed to perform duties. CFETPs for officers and civil service employees are optional. The Master Catalog on the AF Publications Web Site, replaces AFIND 8, contains a list of the most current CFETPs available.

Responsibilities

The 366 TRS, CE Schoolhouse, has the responsibility to maintain/update the enlisted CFETPs while the Air Force Career Field Manager (AFCFM) is the approval authority.

Procedures for Obtaining CFETPs

CFETPs must now be downloaded from the AF Pubs Electronic Master Catalog of Training Documents. Even though training message 00-12, dated Jan 00, states an option to save on printing costs requires only one copy of the entire CFETP (parts 1 and 2) is required to be kept in the work center and only part 2 is required to be filed in the AF Form 623, the CE AFCFM dictates that both part 1 and part 2 will be filed in the AF Form 623.

UETMs are required to have a minimum of one copy per AFS assigned to the squadron. The one copy is required for reproductions in the event web sites are not available for down loading.

Note: The UETM should check the monthly publication bulletin for interim changes.

Upgrade Training Actions

When the trainee successfully completes all upgrade requirements for the next skill level, local requirements will be completed prior to an AF Form 2096 being accomplished by the UETM at the request of the supervisor (see Attachment 6, AF Form 2096 worksheet, for a better understanding of the process). Air Force Reserve units are required to use the AFRC Form 56.

Apprentice. (3-Level)
- Upon completion of initial skills training, a trainee will work with a trainer to enhance their knowledge and skills. (See next paragraph for AFQTP policies)
- Utilize the Career Development Course (CDC), Qualification Training Packages (AFQTPs) and other exportable courses to progress in the career field.
- Once task certified, a trainee may perform the task unsupervised.

Journeyman. (5-Level)
- Enter into continuation training to broaden experience base.
- 5-Levels may be assigned job positions such as trainers, team leader and shift supervisor.
- Will attend the Airman Leadership School (ALS) after serving 48 months in the Air Force (active duty only). In-residence or correspondence course required for Air Reserve Component (ARC) personnel after serving 48 months.
- Will use CDCs to prepare for Weighted Airman Promotion System (WAPS) testing.
- Should continue pursuing a Community College of the Air Force (CCAF) degree.

Craftsman. (7-Level)
- A craftsman can expect to fill various supervisory and management positions such as shift leader, mobility team chief, production supervisor, or task certifier.
- Seven-levels should take courses or obtain added knowledge on management of resources and personnel.
- Will complete 7 level read ahead CD-ROM and attend the 7-level resident course.
- Continue academic education through CCAF and higher degree programs is encouraged.
- Will attend the Noncommissioned Officer Academy (NCOA) after promotion to TSgt. ARC personnel are required to complete In-residence or by correspondence.

Superintendent. (9-Level)
- A 9-level can be expected to fill positions such as flight chief, zone superintendents, and various staff positions.
- Should pursue increased knowledge of budget, manpower, resources, and personnel management.
- Recommend the pursuit of additional higher education and completion of courses outside of their career AFS.

Civil Engineer Manager
- Must be selected for CMSgt and possess qualifications in a feeder specialty.
- Will work in a variety of similar jobs and functional areas where general managerial and supervisory abilities can be most effectively used and challenged.
- Resident graduation of the USAF Senior NCO Academy (SNCOA) is a prerequisite for CMSgt sew-on (active duty only). In residence or correspondence course required for ARC personnel.

Qualification Training

All personnel in qualification training will be placed in **training status code "D"**. At this time individuals must complete all required tasks for their appropriate skill level. This includes all items identified as **core task** and **duty position**. After the individual completes all qualification training, the supervisor requests a change of the training status code through the UETM.

AFQTPs

Air Force Qualification Training Packages (AFQTPs) will be used to fulfill task knowledge requirements for core and diamond tasks. The various types of media contain step-by-step procedures in the form of paper, CD-ROM, or Commercial "Off-the-Shelf" (COTS) products. There is an AFQTP for all Core and Diamond tasks in Civil Engineer (CE) specialties, except for EOD & Fire Protection. Use the CFM Directive and other AFQTP products available on the AFCESA web site for management of the AFQTP program.

The following list of "AFQTP Policies" were written to increase awareness and understanding of AFQTPs and how to complete them:

1. *AFQTPs must be completed for all Core and Diamond tasks*. AFQTPs are, in essence, lesson plans for the trainer to aid in the training process. The aid comes in standardizing training across the Air Force and prevents unintentional skipping of key steps of a task. AFQTPs are available for all CE core tasks, at least in a paper-based format. The paper-based element should be viewed first, as it will direct to any other required media. If an AFQTP on a previously certified task has become available since certification, the trainee is not required to go back and complete it. However, the trainee can complete the AFQTP to add to their understanding of that particular process. A list of all AFQTPs is posted on the AFCESA Web site.

2. *All Core items must be certified through hands-on training for upgrade.* To verify certification, **core** items marked by an asterisk/double asterisk require trainee, trainer, and certifier initials in the designated columns of CFETP.

3. *AFQTPs must be used as minimum upgrade requirements for Diamond tasks.* Diamond tasks are just as important as core tasks, but since there is severe equipment limitations across the Air Force for these critical tasks, an AFQTP will meet minimum upgrade requirements. Document completion of AFQTP training on the AFQTP Documentation Record for the appropriate AFSC (see CFM Directive). The AFQTP Documentation Record is available on the AFCESA web site. This does not lessen the need to strive for hands-on certification of these tasks. Nothing takes the place of hands-on training for certification, but this allows a trainee to be upgraded, making them eligible for promotion.

Note: Trainees should receive hands-on certification training when equipment becomes available, either at home station or at a TDY location. After completion of hands-on training, document certification on the STS portion of the CFETP.

4. *CerTests are required for Diamond tasks*. Since Diamond tasks exist because of equipment limitations, hands-on training obviously can't always take place. Therefore, the only way to tell if the learning process did in fact take place is to test the individual. There are mandatory tests available for all Diamond tasks, with a minimum passing score of 80%. UETMs are responsible for the administration of these CerTests. Refer to CerTest Procedural Guide for failures.

5. *If your base is fortunate enough to have Diamond task equipment, rule #4 still applies.* If the equipment is available, certification on that task should take place. Although it seems redundant to test *and* do hands-on training, that is the requirement for Diamond tasks. Just as a base without equipment must take the written test, eventually, they too will get the hands-on certification eventually.

   NOTE: Trainees who are certified on core and diamond coded tasks in formal technical training courses are not required to complete the AFQTP and/or associated CerTest.

AFQTP Deliverables

Paper based elements contain an introduction and all the Core/Diamond tasks within a specific module of the STS portion of the CFETP. It also contains a performance checklist for the trainer to verify that specific steps were followed. Questions are placed at the end of each unit to evaluate the trainee's grasp on all key steps. The paper element is the first stop for all AFQTP completion, it will direct to other media if available.

Commercial "Off-The-Shelf" (COTS) Based products (videos or CD-ROMs). The paper-based AFQTPs will direct the trainee to find the appropriate video or CD-ROMS that relates directly to the Core/Diamond task they are working on. When a video or computer product is viewed, the trainee is then redirected back to the paper-based AFQTP where the performance checklist and/or review questions can be found.

Computer-Based elements are custom built, interactive CD-ROMs made specifically for CE core tasks. Again, the paper-based element will direct the trainee to locate this CD-ROM for the step-by-step guidance. Most of these CD-ROMs contain their own trainer's guide and student review questions. They may be loaded on the hard-drive of a computer or read directly from the CD-ROM. Computer-based elements are sent directly to the CE UETM when production is complete.

Maintenance and Disposition of AFQTPs

Responsibility for maintaining AFQTPs in the unit falls upon the UETM. Each unit's learning resource center (LRC) should have a complete library of all available multi-media products.

Paper: It is the UETM's responsibility to ensure the supervisor has access to current paper based products from the web. Full libraries of AFQTPs are available on the AFCESA web site. Prior to issuing, the UETM must view the AFCESA web site to ensure the latest edition is used.

COTS: Due to limited supplies and associated costs, UETMs must maintain positive control of all paper, electronic, and video products. AFCESA will not replace lost or misplaced video or computer COTS products. Replacements must be obtained from the manufacturer at unit expense.

Custom CD-ROMS: Due to limited supplies and associated costs, UETMs must maintain positive control of these products. AFCESA has a limited supply after initial mailings to distribute to customers that may have not been on the mailing lists or because the package was lost during shipment. Two copies are sent to each unit. It is recommended that the UETM sign one copy out to the shop by hand receipt and keep the other copy locked. The AF owns all copyrights to these products so units may duplicate as many copies as they would like.

Custom Videos: Two copies each of each custom video are also sent to each unit. Again, UETMs must maintain positive control of these products. If lost, damaged, or more copies are desired they must be ordered through the Army Visual Information Center (AVIC) using the PIN number located on the video label. Submit orders on a Military Interdepartmental Purchase Request, DD Form 448 (nominal fee). Mail to:

US ARMY Visual Information Center
Joint Visual Information Activity
ATTN: ASQ-V-JVIA-T-AS/Budget Officer
11 Midway Rd, Warehouse 3 Bay 3
Tobyhanna Army Depot, PA 18466-5102
DSN 795-7438

Recording Completion of AFQTPs

To show completion of an AFQTP, use the AFQTP Documentation Record downloaded from AFCESA's web site and insert into each member's AF Form 623. This form contains all Core/Diamond tasks contained in each of the CE AFSs requiring AFQTPs. This form will remain in the member's AF Form 623 until he/she is upgraded to the 7-skill level.

COVER Train (Contingency Operations and Vocational Engineer Review) Training

What's the smartest way to develop and deliver training to the field in the 21st century? To answer this question "smartest" will need to be defined as "quick, flexible, inexpensive, and simple". With CE education and training's relatively short shelf life (1-3 years), it is imperative that we research delivery platforms that can cut down (or eliminate) high printing costs. It is equally important that we explore options that reduce the expense of handling, packing, and shipping. Most of all, it is extremely important that we examine options that motivate the trainee and increase retention of task/subject knowledge. CE training has seen the advent of computer based (formal and on-the-job) training. No one can argue against the significance cost savings and training successes resulting from electronic/computer development. Consolidating all training tools, devices, and instruments into one deployment or delivery system (one stop shopping) will yield even more savings. Enter…COVER Train!

As testament to this robust training program, COVER Train was selected as a training application instrument for the AF's Global Combat Support System (an interrelational database). This could be the start of bigger and brighter tracks for this aerospace train. The first CE release of COVER Train is estimated to be Jan 01.

Formal Training

Civil Engineer's formal training program is an important element to ensure your personnel are prepared to accomplish not only day-to-day tasks (installation engineering), but also critical mobility roles engineers fill (expeditionary engineering).

Annual Screening and Filling Process

The most important part of the formal training program is the annual screening process. The purpose of the annual screening process is to identify and request formal training needs of the people in your organization. The projection is based on personnel assigned, as well as future gains and losses, changes in mission or duty position, and arrival of new equipment.

The screening process takes place during the last quarter of the current fiscal year. This forecast is to be used to identify requirements two fiscal years in advance.   For example, the forecast for FY03 courses was performed in FY00. Use ETCA and the *Air Force Institute of Technology (*AFIT*) Professional Continuing Education Catalog* to identify the courses qualified candidates need to attend. Faculties from AETC technical schools, Air University (AU), and AFIT conduct formal training. Formal training catalogs and CFETPs are key resources for developing and identifying formal training requirements. However, because of the diversity of the CE mission, you will find it necessary to use numerous other sources. CE training standards require courses from local, regional, and national schools, as well as courses taught by contractors and vendors.

Understanding your role in the annual screening process will be the key to success. This program, along with many others, will require you to be familiar with the civil engineer mission

and the organizational structure of the unit. It is also necessary for you to build a solid rapport with unit personnel from the flight chief to the newest airman.

You must coordinate with unit personnel during annual screening to gather certification requirements, course information, and reference material for any contractor provided training. Work closely with supervisors as they review the training manuals and help identify mission performance requirements. Examples are locksmith training, state water and waste certification requirements, and crane operator certification. You will find many civilian technicians are highly trained, and can serve as valuable resources as you begin assessing the unit's needs. Depending on the mission and location of your base, there may be numerous types of certifications and unique training requirements. Even with supervisory assistance you will still have to conduct your own research. A few good areas to start are local vocational schools and colleges, the base education center, and even local businesses can help identify mandatory certifications.

Internet access and usage are essential tools for CE UETMs to manage a successful training program. Take immediate steps to get connected to the web if you do not have Internet access. Many training resources are located on web sites throughout the world. To view items produced by HQ AFCESA's Training Division, visit our home page. ([Attachment 19](#))

Once all work centers have identified their current duty related requirements, consolidate the package and forward it to your commander for review. Make sure there is enough time to properly coordinate your package and forward it to the MAJCOM. Forwarding procedures vary from base to base/command to command.

It is important that only valid requirements are identified, there are limited quotas! When attending a course that is not a true requirement may take a quota away from a unit that needs the training to support their mission.

Note: Three levels may require a wavier for quota attendance. Refer to [ETCA](#) web site for clarification.

Units receive their FY bogeys (funded quotas) for technical training from HQ 2AF (AETC), via their MAJCOM DP. AU and AFIT provide quotas for their respective courses. Quota allocations are based on the school's capability to provide seats in the requested class. Funded bogeys are based on a priority system. When given a bogey, units are **required to fill all allocations**. History shows CE units receive funding for all Level-One requirements (mission accomplishment) and a small number of Level Two (mission sustainment) requests. Level One requests will be validated by the unit commander, or as directed by your MAJCOM DP. Do not hesitate to turn in requirements as Level-One if they are essential to mission accomplishment. In addition, some quotas you ask for may end up not being AETC funded and may be paid for by unit funds.

When training quotas do not fulfill mission essential requirements, an out-of-cycle quota can be requested. Keep in mind though, that if you are given a priority quota, another unit will lose one (you too could lose quotas to a priority fill). Therefore, use out-of-cycle requests only when the mission will be impaired without the training.
Some of the many training options available to The UETM are:

1. Mobile Training Teams (MTTs): The Civil Engineer community benefits from the availability of numerous Mobile Training Teams (MTTs). An MTT is requested during the annual screening process and is funded with 2nd AF moneys. An instructor will be sent to locations to conduct training. The unit usually does not incur any costs unless their trainees travel to another base to receive training.

2. Regional Training Sites (RTS), Combat Readiness Training Center (CRTC) and Rapid Runway Repair (RRR) Mini-Kit Training Sites: These sites provide a means to meet contingency wartime training skill requirements as depicted in the CFETP.

3. Local Colleges/Vocational Schools: Local colleges can be of great help in providing training for those critical/core tasks that your unit is unable to provide.

4. Local Contractor and Utility Providers: Another excellent avenue for training can be a local or on-base contractor or utility provider. Contact your unit or base level contracting office for potential training. You should contact the local colleges and contractors to get curriculum and price listings. You will find that many colleges and commercial vendors are often willing to provide special classes that are convenient for your personnel. Remember you are responsible for forecasting your budget through your resources flight.

5. Multimedia: CE has moved into the multimedia arena. Several computer programs to include AF Qualification Training Packages (AFQTPs) on CD-ROM and other interactive courseware are available. The key to success in this area is to keep your commander aware of the changing technology (e.g., computer hardware, VCR/TV etc.).

6. Regional Equipment Operators Training Sites (REOTS): Mandatory every three years for Guard/Reserve. Highly recommended for active duty 3E2X1 personnel.

CE's 7-Level Management Courses

The Civil Engineer Management Craftsman Course taught at Sheppard AFB, is a power-packed, 10-day curriculum designed to sharpen management skills of CE operational AFSCs. This comprehensive course prepares each student to handle budgets, labor, manpower, and other civil engineer "hands-on-management" duties associated with their projected skill level. Regardless if some or all tasks will be performed by the graduate of this course, the cross-flow of ideas, exchange of solutions, and discussions on "real-world" issues make every hour of this *in-resident* course worth its weight in gold. The feedback from the course's alumni has been overwhelmingly positive.

As in the preceding courses, seven-level candidates are selected by AFPC.

You should be familiar with the most eligible candidates for the course. This will ensure that when the call comes for attendance, all squares are filled. These prerequisites are:

- Minimum 12 months OJT (6 months for retrainees).
- Certification on all core items in the CFETP.
- Completion of core/diamond AFQTPs.
- Completion of the exportable 7-level Read-Ahead Material (RAM) course on CD-ROM

Note: Attendees cannot be replaced. Slots must be turned back in.

The Explosive Ordnance Disposal Craftsman Course taught at Eglin AFB, is a 10-day course designed to enhance and sharpen EOD professionals on associated management and technical skills. This course presents instruction on force management, and EOD operations.

UETMs and EOD supervisors should be aware of those students who will be eligible to attend and begin preparation early. EOD's seven-level prerequisites are:

- Minimum 12 months OJT (6 months for retrainees).
- Certification on all core items in the CFETP.
- Completion of read-ahead material.

The Readiness Craftsman Course taught at Ft. Leonard Wood MO, is a 10-day course designed to enhance and sharpen readiness experts on wartime and peacetime operations.

UETMs and Readiness supervisors should be aware of those students who will be eligible to attend and begin preparation early. Readiness' seven-level prerequisites are:

- Minimum 12 months OJT (6 months for retrainees).
- Certification on all core items in the CFETP.
- Completion of AFQTPs.

Training Budget

An essential part of making the squadron training program work will be your annual training budget. Training managers must forecast for numerous expenditures, including unit-funded training (out-of-cycle, AETC unfunded quotas, etc.), equipment (TVs, VCR, etc.), and training materials, (videos, workbooks, etc.). Computers and furniture may also be needed for the Learning Resource Center. Make every effort to anticipate and include requests for technology upgrades.

Ensuring enough money is forecasted for training is critical. Your local, state, and national certification requirements will play a vital role. In addition, your unit may be required to pay for Regional Equipment Operator Training (REOTS) for your pavements and construction equipment operators or Silver Flag readiness training. Don't forget your vocational tech. schools and college courses necessary for Air Force-driven programs.

Many items may not be funded with the initial allocation. **This is why UETMs should keep the list of requirements and expenditures current.** Therefore, if money becomes available during the year or through year-end fallout, you will be prepared. If your request for funds is denied, ensure your commander is aware of the adverse impact on training. **Be persistent!** If you don't follow-up, it may be assumed the need isn't valid. Gather information reflecting all negative results (SORTS), improperly trained personnel are having on the unit, and try again. See attachment 7, Training Budget to request funds.

Learning Resource Center (LRC)

With numerous changes to CE training over the last few years, it is essential our units provide an adequate learning environment. A properly configured and equipped Learning Resource Center (LRC) will help ensure successful quality training. The LRC should be located near and managed by the UETM and configured to allow different types of training to be conducted simultaneously.

The LRC must have sufficient computers so unit personnel can complete the various exportable courses in a timely manner. Our craftspersons have many mandatory requirements like the AFQTPs, 7-level read-ahead course, CFC certification, CerTest, and the new General Contingency CAT I training CD-ROM. LRCs should consist of at least **one** computer per **ten** trainees with the following minimum requirements for operating current CD-ROM software: a 266 Pentium processor with MMX, 12X CD-ROM with sound card and speakers, Windows 95, 32-Bit Operating System, True Colors. However these systems requirements are low end. Consult with computer personnel within your unit regarding current Desktop contract requirements. The key is to keep your commander in the loop with industry standard updates and maintain a "conservative" pace. To do this, each unit should consider maintaining one or two computers with the zip drives, Digital Versatile Disc (DVD), etc. Custom built AFQTP CD-ROMs are authorized to be duplicated, recommend at least one computer be equipped with a writeable CD-ROM drive for this purpose. The most frequently used computers should be well maintained, and compatible with products that are being delivered to your unit. Before launching out in the cyber space market or formulating future spending plans, do your homework! Remember don't ignore new innovations and stay abreast of the most current information and trends.

There will always be a need for a "satisfactory" LRC in each unit. This is especially true when considering the needs of controlled testing. Follow HQ AFCESA CerTest testing and CerTest administration guidance. CerTest and other tests offered on your computers are subject to controls that are similar to other testing offices. As a test administrator, it is necessary for you to take input from the students and forward suggestions for improvement and any inaccurate information to the CerTest POC (Attachment 8).

Career Development Course (CDC) Program

Civil Engineering CDCs are quite extensive. Most AFSs have only two sets of CDCs that include several volumes. Your CDC management program needs to be realistic. Good UETMs become familiar with various tasks a trainee will perform. Involvement by all players, from the commander to the trainee, is essential to achieve success. It is also important to have training sessions with newly appointed supervisors to ensure they completely understand their role in the CDC process. It is recommended for you to develop a commander's policy letter to motivate trainee's progress in their training.

CDC Computer-Based Testing Program. Electronic CDC testing using CerTest will be available 1 June 2000. All Civil Engineer (CE) personnel in upgrade training on that date will be

allowed to convert their paper test to the new electronic test. People entering upgrade training on or after that date will be enrolled in the course with the electronic test. (See Rule 1 and 2 below)

Your base Test Control Officer (TCO) performs the administration of electronic testing. Currently 500 of the 900 Test Control Facilities (TCFs) are capable of conducting electronic testing. Before ordering CDCs with the electronic test, UETMs should contact the TCO to confirm their ability to administer the CerTest. If in doubt, the Air Force Institute for Advanced Distributed Learning (AFIADL), formerly known as Extension Course Institute (ECI), has a list of the 470 bases currently administering the Course 5 electronic test. Those TCFs should also be able to administer CerTest for CDC testing.

Rule 1: From 1 June through 1 January 2001, UETMs must fill out an ECI Form 17 to convert those personnel currently enrolled with the paper test, to electronic test if desired. AFIADL personnel will manually change the enrollment from paper to plastic. Recommend UETM document trainee choice selection via e-mail.

Rule 2: UETMs should follow the same procedures currently being used to enroll new personnel in a CE CDC with electronic test.

Note: The CE version is not the same as the AFIADL version of CerTest. Only AFIADL approved TCFs are authorized to obtain, use, and maintain a copy of the AFIADL version of CerTest.

 For further information on this subject, please visit the AFIADL home page (attachment 19) or contact CMSgt Podolske DSN: 523-6321, jim.podolske@afcesa.af.mil, or SMSgt Skinner DSN: 523-6322; randall.skinner@afcesa.af.mil.

Incentives. Incentives may enhance CDC training programs by rewarding the trainee who exceeds the standard (Attachment 1). **A word of caution,** when developing the incentive program, the UETM should strive to make the criteria realistic and attainable.

Another proven program enhancing CDC accomplishment is the development of pre-assessment tools. Currently, CerTest offers pre-evaluation tools for AFSs to supplement course exam preparation. **CerTest pre-evaluation tools must be handled as controlled items**. A valid pre-assessment tool allows trainees an opportunity to measure their gained knowledge and determine if their study habits are appropriate. Not only do pre-assessment tools benefit the unit, but supervisors also benefit by identifying areas needing improvement. Determining weak areas allow work centers to adjust their CDC training program. (To obtain AFIADL inquiry capabilities, see attachment 19 for web site address).

Explosive Ordinance Disposal (EOD) CDCs

The CDC writer at Eglin AFB FL will automatically order the EOD CDC part A for technical school graduates when they arrive at their permanent duty station. Upon the CDC writer's request, AFIADL (formerly known as ECI) sends the CDC through base training to the unit. The UETM should not order the CDCs; however, the UETM will order the End of Course Exam and fax or e-mail the CDC writer the passing test score. The CDC writer will then order part B of the

CDC and it will be forwarded to the owning unit. The CDC writer can be faxed at DSN 872-9904. School information is available on the Naval School web site listed on attachment 19.

Certification and Testing (CerTest)

CerTest is the ultimate platform for development and delivery of education and training assessments. The most current version already has several tests in each specialty. Trainers or the senior craftsperson in each specialty should take the time to develop pre-assessments that compliment specific needs (e.g. core tasks or items from the master task listing). These quizzes not only sample the trainee's subject and task knowledge, but also serve as refreshers and continuing educational tools. As the UETM, you need to assign system managers to assist with monitoring and usage of CerTest.

In general, pre-assessment tools are "checks and balances" for the UETM, supervisor, and trainee, and often reduce the unit's failure rate. Keep in mind you can improve a satisfactory program by fully utilizing the AFCESA developed pre-assessments for course exams within CerTest, and developing tracking procedures and briefing outlines.

Initial Orientations and Evaluations

The trainee orientation is an ideal opportunity for UETMs to explain what the unit training program is all about, while briefing trainees on their responsibilities. Since newly assigned trainees are often inundated with information, it is a good idea to schedule orientation as soon as possible after they arrive. Before the initial orientation, it also helps if a less formal greeting takes place to show your personal interest in them and their career. If your unit has a general newcomer's briefing, you should be on the agenda. This would be a great time to say welcome and make mention of an upcoming formal initial orientation. The UETM can cover many items in the initial orientation. AFI 36-2201 outlines the trainee's specific responsibilities in the training program. Areas beneficial to the trainee are the AF Form 623, *On-the-Job Training Record*, the CFETP (to include the certification process), CDCs, skill level progression, and squadron training policies. The UETM should develop a manual or automated tracking system for this program..

In addition to the UETM's orientation program, the supervisor should conduct an initial orientation and evaluation (Attachments 11 and 12). The supervisor's orientation is an opportunity to brief the trainee on general "shop and squadron" procedures. Personal philosophy and interest will play a vital role in the trainee's progress. UETMs should frequently remind trainers and supervisors of their influential role in training. Remember that you only have one chance to make a first impression.

The supervisor conducts a review of the individual's qualifications using a CFETP. The supervisor may conduct task evaluations, oral question and answer sessions, and written exams as part of the qualification evaluation. The supervisor needs to document both the initial orientation and evaluation, including the results and file in the trainee's AF Form 623.

Air Force Training Course (AFTC)

Civil Engineer's training managers have the opportunity to enhance the "standard" course material by including CE unique items. When instructing certifiers and trainers, reiterate the value of training by stressing that trainees will be pulling stand-by duty very shortly (after being certified on key tasks). If certifiers and trainers are having a difficult time verifying adequate training, a good check for them should be; "Can the trainee adequately perform stand-by duty and troubleshoot expected problems with no immediate assistance?"

One of your responsibilities is to assist supervisors in selecting trainers and certifiers. It is crucial that trainers are selected based on their ability to communicate and perform a skill rather than their rank or position. Remember that qualified civilian personnel can and should also be used as trainers and certifiers (as civilian regulations allow). A good check and balance system for trainers and certifiers is to perform evaluations on them periodically. You can select a SME from each AFS and have them evaluate your trainers, certifiers, and supervisors. The SMEs should conduct task evaluations annually or at least bi-annually, to ensure the trainers and certifiers are current on their qualifications and have the techniques needed to conduct and evaluate training.

What about those shops without sufficient people to serve as trainers and certifiers? What can individuals do if in a one-deep shop or section? Let's examine the related guidance.

> *In "one-person shops", any person qualified to perform the task, regardless of rank, who has completed certifier's training can certify regardless of AFSC. EXAMPLE: The trainer, supervisor, OIC, or commander can be a certifier* (as long as they are qualified to perform the task) *as can any qualified certifier from the unit, base or local area. The trainee's commander must still designate the certifier in writing and ensure that supervisors document initial evaluations.* IAW: AFI 36-2201)

Civilian Training

Most CE units have an assigned civilian training coordinator/monitor to ensure the civilian workforce is properly trained. There may be occasions when the civilian training coordinator/monitor will need your expertise to assist in managing this program. Contact the Employee Development Manager (EDM) at the local or regional Civilian Personnel Office for overall guidance and management policies. The EDM serves as the final approval authority for training requests, collects budget estimates for training requirements, and provides career development counseling for employees, supervisors, and managers.
Coordinating Civilian Training Requirements

The authority for setting up objectives, requirements, and assigned responsibilities for the conduct and administration of training and development for appropriated fund civilian

employees is [AFI 36-401](#). This AFI gives guidance for determining needs; validating requirements; financial planning; obtaining resources; and evaluating, documenting, and reporting training. Managers and supervisors of civilians are responsible for: using performance appraisal criteria to determine training needs for their assigned employees; consulting with the EDM on identifying needs and the most economical and efficient sources of training; and evaluating subordinate job performance following formal and on-the-job training.

Supervisors of civilian personnel may enroll in the Course #SC OC200, A Supervisor's Introduction to Civilian Personnel Management. Contact your local Education Service Center for more information.

Civilian employees are required to participate in directed training and developmental activities and assume responsibility for self-development activities and assure their personnel records reflect current training and development accomplishments.

Training information pertaining to the Civilian Careers Program courses can be accessed through the [AFPC](#) web site. A complete listing can be found under the category, "Civilian" on the homepage. ([Attachment 19](#))

Civilians in your unit may need to attend formal military training courses to successfully respond to their job performance duties and requirements. Civilian employees or their supervisors should fill out a DD Form 1556, Request, Authorization, Agreement, Certification of Training, and Reimbursement, before attending formal training courses or seminars. The DD Form 1556 will be signed and approved by the individual's supervisor and authorizing official to ensure validation of the training request. Use and completion information on the DD Form 1556 can be located in [AFI 36-401 (Attachment 11)](#). The DD Form 1556 will be processed through the local or regional CPO to ensure the trainee's Official Personnel Folder list of training courses is kept current.

Note: ARTs must attend all formal training in civilian status; [AFMAN 36-8001](#).

Annual Screening for Civilian Courses

The unit civilian training coordinator/monitor will conduct annual training budget requirements along with the EDM. Work with the civilian employees and their supervisors to ensure requested training requirements match their primary duties and responsibilities. Also, the local or regional EDM can provide more detailed information on the screening and authorization procedures for your unit and base. Maintain a copy of the approved training budget requirements for tracking purposes.

For more information concerning civilian training requirements, reference and resource material, and applicable documents available for civilian employees, contact the Civilian Career Field Manager, HQ AFCESA/CEOT at DSN 523-6181.

Air Reserve Component (ARC)

As we in the Civil Engineer community draw down our forces and receive less funding, we need to look for other viable options to get our people trained. Some of the most valuable resources available to us are our Air National Guard and Air Force Reserve counterparts.

The ANG and AFRC not only bring a wealth of knowledge to the training arena, they also offer numerous field training sites and have a myriad of contingency equipment available for training. UETMs should work closely with readiness flight personnel to identify the Guard and Reserve units that may be able to provide training assistance. (See attachment 13 for an ANG and ARC Training Development Team.)

Air National Guard Regional Training Sites (RTS)

ANG RTSs are managed and operated by HQ ANG/CEX in partnership with local Civil Engineer units. Evolved from a need to provide additional training for upgrading proficiency levels of all civil engineers for taskings that have a direct impact on wartime mission accomplishment. RTSs provide readiness/upgrade training that can not be obtained through home station training because of complexity of task, uniqueness of equipment and cost of Air Force wide implementation. These sites were established to improve ANG SORTS C-levels along with accomplishing required war-skill training.

RTSs provide integrated training utilizing all support units, including Civil Engineering CE, Security Forces (SF), Communications (COMM), Personnel Support for Contingency Operation (PERSCO), Medics, and Services (SVS).   Listed below are RTS POCs: Names current at date of publication.

UNIT	POC	Address	DSN	E-mail
ANG	CMSgt Bill Powley MSgt Larry Lomax	ANG/CEXE 3500 Fetchet Ave Andrews AFB, MD 20762-5157	278-8104 278-8178 278-8185 FAX858-3650	Bill.powley@ang.af.mil Larry.lomax@ang.af.mil
119 CES	TSgt Veril Larson	119FW/CES 1400 28th AVE North Fargo, ND 58102-4230	362-8214 FAX362-8219	Veril.larson@ndfarg.ang.af.mil
145CES	SMSgt Tommy Morrow	145AW/CES 5225 Morris Field Dr Charlotte, NC 28208-5797	583-9230 FAX583-9399	Tmorrow@ncclt.ang.af.mil
163CES	MSgt Janet Jackson	163ARW/CES 5237 Air Guard Way, Ste 23 March ARB, CA 92518-2102	947-3246 FAX947-2419	Janet.jackson@camarc.ang.af.mil
188CES	TSgt Gary Skelton SSgt Damon Rye	188FW/CES 4850 Leigh Ave Ft Smith, AR 72903-6096	962-8380 FAX962-8119	Gary.skelton@arftsm.ang.af.mil Damon.rye@arftsm.ang.af.mil
201RHF	CMSgt Robert Quirk SMSgt Kenneth Deck	201RHF/REOTS 129 Hamburg St Annville, PA 17003-1562	491-8354 FAX491-8564	Robert.quirk@paharr.ang.af.mil Kenneth.deck@paharr.ang.af.mil

ANG RRR Mini-Kit Sites

The Air National Guard also has RRR Mini-kit sites to maintain the proficiency of civil engineers for air base recovery, especially equipment operators for rapid runway repair. This has been a long-standing problem for the engineering community. The Air Guard has a three-tiered training program. The AETC entry-level course is tier one. By design, it provides only

introductory training. REOTS is the second leg of the triad. It provides upgrade training and enhances the RRR proficiency level of our equipment operator force, including Active, Guard, and Reserve personnel. The RRR Mini-kit regional training program makes up the third tier. At these sites, each CONUS unit can effectively maintain the high individual proficiency levels obtained through the REOTS program. The rules of engagement for Operational Readiness Inspections (ORIs) require Civil Engineer units to perform RRR operations. Four sites are available for wet crater repair training and other RRR Activities.

ANG RRR Minikit locations along with POCs:

> **109 CES, Scotia, NY Site POC**: SMSgt Jean Holcomb/MSgt William Pryor
> DSN: 974-9449/9441
> DSN FAX: 947-9427
> E-mail: jean.holcomb@nyscot.ang.af.mil

> **134 CES, McGhee Tyson, TN Site POC**: SMSgt Michael Johnson, Lt Col Terry Small
> DSN: 266-4220/4213
> DSN FAX: 266-4221
> E-mail: michael.johnson@micrtc.ang.af.mil

> **CRTC, Alpena, MI Site POC**: SMSgt Ricky Chism/MSgt Dave Matash
> DSN: 741-3340/3358
> DSN FAX: 741-3359
> E-mail:

> **CRTC, Camp Douglas, WI Site POC**: SMSgt William Cork/SMSgt Daniel Skowronski
> DSN: 946-3223/3253
> DSN FAX: 946-3556
> E-mail: william.cork@wicrtc.ang.af.mil

> **CRTC, Gulfport, MS, Site POC:** CMSgt Bob Tucker/TSgt Lisa Royals
> DSN: 363-8877/9976
> DSN FAX: 363-6882
> E-mail: robert.tucker@msjack.ang.af.mil lisa.royals@msjack.ang.af.mil

Deployment for Training (DFTs)

One program has proved to be valuable for Air Reserve Component (ARC) and active duty personnel: the deployment for training (DFTs) program. This program is usually managed by personnel in the Readiness section at each MAJCOM, and coordinated through unit POCs. Active duty bases identify locations for DFTs, and then our ARC counterparts approve requests as resources permit. The purpose of the DFT is for requested work to be completed while training personnel. Once a DFT has been approved for your location, be sure to take advantage of the situation by coordinating with the ARC. You may find some situations will allow both active duty and Guard personnel to receive common training, while other occasions will be more command specific. Either way, always be prepared to take advantage of this unique opportunity.

Contingency Training

Although the primary responsibility for contingency training is within the Readiness Flight, you may be a valuable advisor on training related matters. You should keep a close working relationship with the Readiness Flight as it will be necessary to share information on individual's qualifications such as completion of formal schools, core task certifications, and skill levels. Keeping this in mind, your expertise will be useful to accomplish training on contingency core/diamond task requirements. During Prime BEEF training days you have the opportunity to assist in the execution of training sessions to satisfy contingency requirements by unit personnel.

3E050 General Contingency Responsibility CDCs

The CE Career Field Manager (CFM) deactivated the "General Contingency Responsibilities" CDCs (3E050 three volume set), 25 Feb 00. Students enrolled in the course have two options under the deactivation:

Option 1: Voluntarily complete the course and receive credit from AFIADL (formally ECI) for course completion.

Option 2: Contact their respective Unit Education Training Manager (UETM) and dis-enroll by submitting an Air Force Form 17 requesting administrative dis-enrollment.

NOTE: It is important to dis-enroll using AF form 17 instead of using PC III. Using PC III will dis-enroll the individual from the entire CDC program indicating the person dis-enrolled prior to meeting all requirements. AFIADL has been made aware of the situation and will only dis-enroll individuals from the 3E050 set when they receive the AF form 17.

The information from the 3E050 CDCs was updated, improved, and developed on an interactive CD-ROM. The CD-ROM will be maintained by the Readiness section and will be used in conjunction with ConTest as a way to by-pass CAT-1 readiness training. CerTest contains the by-pass exams for the new CD-ROM.

ConTest/CerTest

The Contingency Testing (ConTest) CD-ROM was designed to provide a flexible tool that instructors and students could use to objectively gauge the students understanding of CAT I training. ConTest has a 34,000 question test bank. Instructors can use this product to allow students to test bypass CAT I training. This is accomplished when the student takes one of two test (standard or by pass) and demonstrates their understanding of contingency subjects by passing one of the two test. If the tests are used no classroom time is required. If the student passes the test the instructor could use the documentation that comes with the CD-ROM to fill SORTS requirements. For information on how to use this product please see the users manual. If you can not find the manual, contact HQ AFCESA/CEXR for help.

Eventually ConTest will go away and the materials will migrate to CerTest. An AFCESA Message (A-Gram) will go out to the CE units to notify them of this change when it occurs.

The CE Contingency Mission:

Expeditionary engineer training is accomplished in many different ways to meet our global commitments. Listed below are but a few:

Regional Equipment Operator Training REOTS

The target population for the REOTS course is Pavement and Equipment Operators (3E2X1s). Its purpose is to elevate operator proficiency to wartime standards. This course is not mandatory for active duty personnel, however, it is highly recommended. ARC Prime BEEF personnel MUST attend REOTS every 3 years, IAW AFI 10-210. Training is held at Ft. Indiantown Gap, PA. Pre-deployment package is on the AFCESA web site. See Attachment 19 for URL.

Participation in Home Station Training and Silver Flag Exercise Site

Home Station Training (HST). The key to engineer readiness is an active contingency training program providing hands-on training and integration with other combat support units. This represents the bulk of the engineer contingency training effort. HST also includes sustainment training for civilians. This training usually does not incorporate the unique War Reserve Materials (WRM) equipment like Reverse Osmosis Water Purification Unit (ROWPU), and Emergency Airfield Lighting Set (EALS) provided by Silver Flag training.

Category I, II and III (CAT I, II, and II) Training (See AFI 10-210, chapter 3)

CAT I training is an annual requirement consisting of knowledge-level training such as Prime BEEF orientation, field sanitation, health/hygiene explosive ordnance reconnaissance, expedient methods, and security training. This training is normally accomplished through briefings and the use of videos and other training aids.

The "General Contingency Responsibilities" (GCR), CD-ROM Readiness Training Package may be used for Category I Readiness training. Successful completion of the GCR CD-ROM will satisfy SORTS requirements as outlined in AFI 10-210, Chapter 3. It can be used for training and evaluation and is based on successful completion of one or more lessons completed in any order. The following rules apply:

1. When used by individuals, he/she reports to the Unit Learning Resource Center (LRC), and completes one, some or all lessons. At the end of each lesson, the trainee will successfully complete the lesson review exercise (LRE) and receive a certificate of training. The trainee must present the certificate or certificates to the Readiness Training Monitor to receive credit for the training.

2. It can also be used in a classroom (group lecture) environment. When used in a group, the lessons will be completed the same as current stand up lectures. Individuals in the group will complete the (LRE) as a group and upon successful completion, continue until all lessons are complete. Certificates will not be printed

when completed in a group setting. Use sign-in rosters to document attendance/completion.

3. Individuals may bypass all CAT I training, without completing stand-up lecturing or GCR CD-ROM, by taking a Certest that covers the entire GCR CD-ROM. This test can be taken to exempt all CAT I training for one year.

The Unit should develop procedures to use this product to suit their needs. Remember this RTP is a tool to assist you in achieving CAT I training. Document this training as outlined in AFI 10-210, Chapter 3. This CD does not fulfill CAT II, or CAT III training.

CAT II training is a requirement and is primarily task-oriented. Training includes government vehicle, equipment operations training, NBC Defense training, weapons qualification, expedient methods, field training (BIVOUAC), tent erection, and convoy security, to name a few.

CAT III or Silver Flag, is an AF formal contingency task team site for Civil Engineers that builds on the basics taught in home station training. Training is conducted at three possible sites: Tyndall AFB FL (supporting CONUS based forces), Ramstein AB GE, and Kadena AB JA (supporting the theaters and en route locations). They offer a standardized curriculum by which engineers are evaluated on their ability to perform their contingency mission. This training includes familiarization and use of unique equipment such as ROWPU, EALS, Mobile Aircraft Arresting System (MAAS), and Harvest Falcon/Eagle.

Silver Flag (SF) Exercise. Emphasis is placed on teamwork, as well as command and control. Additionally, training scenarios are incorporated into wing-level training plans and exercises to link wartime capabilities directly into the operational mission. The SF pre-deployment package is available on the AFCESA Web site.

Fire Protection Training

Department of Defense Fire & Emergency Services training is more active now than ever before. With certification mandatory for promotion and placement into specific duty positions the focal point of this training becomes the Fire Protection training facilitator. The backbone of the training and certification program is the CDCs. The uniqueness of the fire protection CDCs along with the use of CerTest requires a vigilance and keen sense of interest by the facilitator and fire department supervisors and trainers.

CDC Requirements

Graduate of the 3-level mission ready apprentice course from Goodfellow AFB graduate certified to the Fire Fighter II, HazMat Operations, and Airport Fire Fighter level. The CFETP contains the most current requirements for CDC completion for the 5 and 7 skill level.

For those wishing to obtain their 5-level the 10023 and 10027 CDCs are required to be completed within 12 months after enrollment.

Seven-level trainees may fall into one of three categories depending upon their place in training at the time the 7-level in-residence course was discontinued.

1. Firefighters who entered 7-level upgrade training prior to 18 Aug. 99 and attended the seven-level in-residence course have the following mandatory requirements for upgrade training.
   a. Successfully complete the Fire Officer I (57170A or 10211[when available]) and Fire Instructor I (57170B or 10411[when available]) CDCs.
   b. Be 100% core task certified on all 7 level core tasks listed in the CFETP
   c. Be DoD certified at the Fire Officer I and Fire Instructor I certification levels
   d. Successfully completed the in-residence level course (X3ACR3E771-000)

2. Firefighters who did NOT attend the 7-level in-residence course and entered 7-level UGT prior to 18 Aug 99, need to complete the following mandatory 7-level upgrade requirements.
   a. Successfully complete the Fire Officer I (57170A or 10211[when available]) and Fire Instructor I (57170B or 10411[when available]) CDCs.
   b. Be 100% core task certified on all 7 level core tasks listed in the CFETP
   c. Be DoD certified at the Fire Officer I and Fire Instructor I certification levels

3. Firefighters entering UGT on or after Aug. 18, 1999 need to complete the following mandatory requirements for upgrade to the 7 level.
   a. Successfully complete the Fire Officer I (57170A or 10211[when available]) and Fire Instructor I (57170B or 10411[when available]) CDCs.
   b. Successful completion of Fire Inspector I (X3AZR3E771-020) or Fire Inspector I CDC (10311).
   c. Is 100% core task certified on all 7 level core tasks listed in the CFETP.
   d. Is DoD certified at the Fire Officer I and Fire Instructor I certification levels.

Individual Mobilization Augmentee (IMA) Program

As with active duty personnel, IMAs will be activated with their personal training records and most will already have their 5-skill levels. Gaining supervisors or UETMs will be responsible for maintaining an IMA's records. If CDCs are required, you will need to contact the training manager at HQ ARPC/DAT, DSN 926-6396 or 1-800-525-0102, ext. 330. Since you may only see the individual once or twice a year, you should consider sending the CDCs to the individual's home address. Once the trainee is ready to test you will need to send an ECI Form 17 to change the TCO (Test Control Office) to the location where the individual will test. When the member has successfully completed all requirements for upgrade, you will need to coordinate with your BIMAA or MAJCOM POC to procure a quota for the 7-level school. An AF Form 101 and 1289 must be submitted to the program manager at the MAJCOM. Keep in mind, it may take several months to receive a quota.

IMA Update. See ARPC web site, the *IMA Update* is a newsletter published every two months. It contains important information from ARPC on various changes and updates on many personnel and pay issues. The *IMA Update* may contain paragraph and page changes to this guide. Please read each issue thoroughly and retain. (Attachment 19)

Education/Community College of the Air Force (CCAF)

Among the many education requirements of 5-skill level trainees, CDCs are the most important. Supervisors must closely screen their trainees to determine whether or not off-duty courses will interfere with the satisfactory progression of CDCs.

Training Manager's Role

The training manager should maintain current information on off-duty education, procedures for enrollment, and be prepared to conduct briefings on the subject. Areas of interest may include the terminal and non-terminal BOOTSTRAP program, tuition assistance, Airman Enlisted Commissioning Program (AECP), College-Level Education Program (CLEP), Defense Activity for Non-Traditional Educational Support (DANTES), and Scholarship for Outstanding Airmen (SOAR) to Reserve Officer Training Corps (ROTC).

Supervisor's Role

The supervisor must ensure the completion of CDCs are not delayed and are given the highest priority. **CDCs and task certification for award of the 5-skill level must be accomplished prior to the award of a CCAF degree.** Therefore, trainees should concentrate on upgrade training. Once CDCs are completed, encourage trainees to complete CCAF.

Trainee's Role

After CDC completion, trainees should pursue a CCAF degree at their own pace (Atch. 10). Trainees must know that an effective education plan will yield fruitful results. Some trainees may even consider pursuing a technical instructor position or other special duty assignment. Whatever the plans, goals, or intentions, encourage trainees to work with the Education Services Center counselors to outline a plan to achieve the desired results.

Training Benchmarks

The training benchmarks (or UETM initiatives) outlined below were developed, implemented, and validated by CE training managers. They have been **proven to enhance mission accomplishment**. You may need to combine different aspects of these initiatives to develop your unit's own unique training strategy.

Successful Unit Training Initiatives

- **Training Review Committee (TRC):** The Training Review Committee is made up of unit personnel who work with the UETM to develop the unit's **annual training plan**. The TRC should include airmen, NCO's, officers, and civilians. The committee initially meets to define training goals and objectives and outlines the roadmap for achievement. Follow-up meetings should be held at least quarterly to assess the effectiveness of the plan, review progress, and develop/implement solutions. Items this committee may want to develop are **squadron training days** and **weekly in-house training sessions**. The weekly training sessions should cover day-to-day tasks, contingency tasks, and multiskilling core tasks.

- **Craft Development Section:** A Craft Development Section is an established work center with approximately five craftspersons assigned to it. The group will work with the UETM to develop lesson plans, conduct training sessions, and assist the training manager in coordinating formal schools. Attachment 5 is a point paper outlining the CDS in detail.

- **Specialty Functional Manager Training Plan:** The purpose of the plan is to identify responsibilities and requirements for training. The plan defines points of contact, objectives for training, and metrics. (Attachment 3)

- **Air National Guard and Air Force Reserve Training Development Team:** The purpose is to establish squadron training days and in-house training sessions for the Unit Training Assembly (UTA) (**OPTIONAL**). (Attachment 13)

Training Program Assessment

A UETM will never have an effective training program if she or he never leaves the office. Unit training managers need to formally assess unit-training programs IAW AFI 36-2201. Take some time to educate, re-educate, and update supervisors, trainers, certifiers, and trainees on their training responsibilities. It is recommend that each UETM develop a master continuity book to serve as an example for each work center to maintain consistency throughout the squadron. This book is a great place to file unit training policy letters, master task listings, unit training meeting minutes, training plans, and self-assessment checklist, and CFETPs (Attachment 15). The information in this book will standardize the way training is conducted throughout the squadron. See Attachment 14 for some commonly asked questions and answers.

ATTACHMENT 1

SAMPLE CDC INCENTIVES LETTER

DATE

MEMORANDUM FOR ALL SQUADRON PERSONNEL

FROM: XXX CES/CCQ

SUBJECT: Outstanding Career Development Guide (CDC) Course Incentive Letter

1. Effective 15 Mar 99, superior CDC scores will be recognized as follows:

- 85-89: 1-day pass
- 90-94: 2-day pass
- 95-100: 3-day pass

2. Supervisors/trainer will receive a 1-day pass for all trainees who achieve scores of 90 or above on the course exam if the AF Form 623 has detailed documentation of the trainee's progression.

3. Individuals awarded a pass will coordinate the date(s) with the supervisor.

MARY A. SMITH, Capt, USAF
Squadron Section Commander
XXX Civil Engineer Squadron

ATTACHMENT 2

SAMPLE CDC BRIEFING OUTLINE

1. Receipt of Career Development Course (CDCs). CDCs begin the upgrade training (UGT) process. CDCs MUST BE COMPLETED WITHIN ONE YEAR OF ENROLLMENT. This date is located on ECI Form 9 and the address label of the CDCs. The trainee and supervisor share responsibility for completing CDCs.

2. Supervisor's Responsibilities.
- Training manager and supervisor decide which volume will be issued first and in what sequence to issue subsequent volumes. Give the trainee only one volume at a time.
- Set a time limit for each volume issued and annotate this information on the CDC Status Report. The general rule is **30 DAYS PER VOLUME**. Post this report in the AF Form 623 and maintain it for the duration of the training period. Document when the trainee completes the volumes. If the trainee does not complete the volume in the time directed, document the reason for the delay and when the volume will be completed on the AF Form 623a. The UETM follows-up to make sure volumes are completed on schedule.
- **Assist the trainee in making volume corrections/changes.**
- **YOU ARE RESPONSIBLE FOR SCORING THE VOLUME OR UNIT REVIEW EXERCISES (VRE/URE).** Give the results to the trainee, conduct review training, document the review on ECI Form 34 (keep in training record until course is completed), and issue the next volume.
- Have trainee complete available CerTest pre-assessment tools.
- After completion of all volumes, CerTest pre-assessment tools, and a COMPREHENSIVE REVIEW is done with your trainee, contact the UETM to order the course exam.
- **NOTE: THROUGHOUT THE CDC PROCESS, ENSURE YOUR TRAINEE UNDERSTANDS THE INFORMATION IN EACH VOLUME BY QUESTIONING THE TRAINEE WITH OPEN ENDED QUESTIONS AND DOCUMENTING THE TRAINING IN AF FORM 623.**

3. Trainee's Responsibilities.
- Make any required changes to your CDCs. Your supervisor must assist you!!!!
- **READ THE INFORMATION**. As you complete the CDCs, you must also complete the "SELF TEST" questions in each chapter as well as the questions for the volume review exercises (VRE). **YOU CANNOT ANSWER THE QUESTIONS WITHOUT READING THE MATERIAL AND EXPECT TO PASS YOUR COURSE EXAM!!!!**
- If you have any problems with the information, ask your supervisor for help.
- After completing VRE and available CerTest pre-assessment tools, finish review training.

The responsibility for completing the CDC and CerTest pre-assessment tools within the time allotted is yours. Doing well is also your responsibility. It is your upgrade being affected. Completing your CDCs not only helps you with upgrade training, but also affects your EPRs, promotion eligibility, and career progression.

ATTACHMENT 3

SPECIALTY FUNCTIONAL MANAGER TRAINING PLAN

Goal: To ensure 100% completion of duty position requirements.

Purpose: To identify responsibilities and requirements for training. This plan defines points of contact, objectives for training, and metrics.

Introduction: The Specialty Functional Manager (SFM) is the senior ranking enlisted person in the specialty (e.g., Electrical Functional Manager, HVAC/R Functional Manager). The commander delegates the authority to these members to ensure training is available and scheduled. The SFM oversees the training process. The supervisors and flight chiefs must ensure individuals complete training.

Specialty	AFSC	Specialty Functional Manager
Electrical Systems	3E0X1	_____
Electrical Power Production	3E0X2	_____
HVAC/R	3E1X1	_____
Pavements & Construction Equipment	3E2X1	_____
Structural	3E3X1	_____
Utilities Systems	3E4X1	_____
Liquid Fuels Maintenance	3E4X2	_____
Environmental	3E4X3	_____
Engineering	3E5X1	_____
Operations	3E6X1	_____
Fire Protection	3E7X1	_____
EOD	3E8X1	_____
Readiness	3E9X1	_____
Information Management	3A0X1	_____
Personnel	3S0X1	_____
Education & Training	3S2X1	_____
Supply Systems	2S0X1	_____

Objectives: Using the Career Field Education and Training Plan (CFETP) to plan, conduct, and evaluate training, the SFM will:

- Maintain a list of all personnel in the specialty and oversee their training.
- Identify what tasks each work center can train on-the-job using actual equipment or training aids when the equipment is not available. Consider training support that could be provided by other zones or base units.
- Consolidate training requirements of all work centers.
- Identify training limitations due to equipment non-availability and try to source training from other nearby bases or commercial sources; provide the commander estimated training cost, via UETMs.

Other Information:

Each SFM will develop a master task list (MTL) for the specialty, where the specialties are assigned to more than one work center (e.g., Structural, Zones). Document the work centers able to train the tasks.

Each work center will develop an MTL for 100% task coverage for each assigned specialty, including one-deep positions. Items to include on the MTL are:

- Daily duties
- Wartime/contingency tasks
- Special certifications and recurring requirements
- Local taskings, (e.g., additional duties the work center/individual performs)

The SFM will work with supervisors to plan and schedule training and coordinate the information with flight chiefs. Do this far enough in advance to allow flight chiefs to plan and schedule their workload. Flight Chiefs should also notify the SFM when unique training opportunities are available, e.g., tasks normally not able to be performed.

In cases where a Learning Resource Center is not available, SFM will work with supervisors to identify requirements for computer training. Designate a computer in the work center (with the capability to control/monitor testing) for electronic training applications. This will be used for the 7-level course read-ahead materials, other training programs, and future computer-based qualification training and CDCs. Internet access is also recommended.

ATTACHMENT 4

GUIDE TO CREATING A TRAINING OPERATING INSTRUCTION (OI)

BY ORDER OF THE COMMANDER   *XX CIVIL ENGINEER SQUADRON OPERATING INSTRUCTION 36-2201*

DATE

CIVIL ENGENEER TRAINING MANAGER'S PROGRAM

This instruction establishes requirements and procedures regarding on-the-job training (OJT) for personnel assigned to the XX Civil Engineer Squadron (XX CES). Use this operating instruction along with AFI 36-2201, *Developing, Managing, and Conducting Training and XXnd Civil Engineer Training Strategic Plan,* AFMAN 36-2245, *Managing Career Field Education and Training,* AFMAN 36-2247 *Planning, Conducting, Administering and Evaluating Training*.

Supersedes: None
Certified by: Base Civil Engineer (Lt Col Incharge)
OPR: XX CES/CET (TSgt Training Manager)
Pages: 3/Distribution: ALL WORK CENTERS WITHIN THE SQUADRON

1. **General**. On Job Training is one of the most important programs in the Air Force today. With emphasis on downsizing and the Civil Engineer Outsourcing & Privatization (O&P) program, we must perform high quality work, with fewer resources. Training is the basic fundamental in every career field; a quick avenue toward promotions and the key ingredient in just about every management process. The strength and support of any squadron training program has a direct effect on mission accomplishment.

2. **Training Process**. The Unit Education and Training Manager (UETM) is the central focal point for formal and informal civil engineering training. To attain a successful training program, cooperation from everyone involved is essential (trainee, trainer, immediate supervisor, and work center supervisors). A thorough understanding of the following requirements will ensure a timely, accurate, and comprehensive training program.

3. **Training Continuity Book (TCB)**. A TCB will be maintained by each work center and may be composed of binders, folders, or both. This book will include, but not limited to; this Operating Instruction, AFI 36-2201, AFMAN 36-2247*,* Master Task Listing (MTL) described in paragraph 3.3. training plans, meeting minutes, and a letter endorsed by the unit commander identifying trainers and task certifiers.

3.1. XX Civil Engineer Training Strategic Plan: This plan outlines the major components of the unit training program. It is developed to give all civil engineers a clear description of the UETM's program and identify the key processes in training: Goals, Objectives, and Strategies. Everyone involved with their work center training program should become familiar with this plan and be able to incorporate it into their daily operations.

3.2.   Master Task Listing: The MTL will consist of the current Career Field Education & Training Plan (CFETP), and if applicable, any AF Form 797s, *Job Qualification Standard Continuation Sheet* for each enlisted specialty assigned to the work center. The work center supervisor will identify all tasks required, to include wartime/contingency, based on skill level and/or duty position. Of the tasks identified, work center supervisors must further identify Air Force core tasks and tasks that are critical to mission accomplishment. A good way of identifying and breaking down these tasks are by color-coding, using symbols and utilizing AF Form 803. As a reminder, your UETM is the subject-matter expert (SME) in this matter--utilize him or her

3.4.   Training Plans: Each work center will develop, maintain, and implement a training plan unique for their section. Zones will maintain and implement training plans developed by their appropriate SME, (e.g., the highest-ranking enlisted member on base for their Air Force Specialty Code (AFSC)). Training plans should include plans for upgrade training (UGT), qualification training (QT), proficiency training (PT), and orientation of newly assigned personnel. Orientation will include as a minimum: qualifications, OJT requirements, formal training requirements, trainee/supervisor responsibilities, and CDC requirements. Additional items to include: duty position requirements, safety requirements, squadron/work center policies, and duty hours.

3.5.   Meeting Minutes: The UETM is required to conduct training meetings at least quarterly. The intent of these meetings is to pass on information concerning training to the lowest supervisory level. Meetings are mandatory for all training monitors and SMEs; however, all work center supervisors and zone chiefs of military members are highly encouraged to attend. Minutes will be provided afterwards for circulation and filed in the TCB.

4.   **Work Center Training Monitor**. Each work center will appoint a primary and alternate training monitor. These monitors will represent the work center and act as a focal point for scheduling training and conducting self-assessments of work center training programs. The unit commander must identify all training monitors on an endorsed letter. Each work center's training monitor is expected to review training matters in their section such as Career Development Courses (CDCs), training methods, training records, and specific work center training programs. Discrepancies will be a special interest item during Staff Assistance Visits (SAVs) conducted annually by the UETM.

5.   **Documenting Training**. Documentation is essential to training and can become a problem if not carefully controlled. Airmen in the grades of Airman Basic through Technical Sergeant must maintain an AF Form 623, *On-The-Job Training Record.* Master Sergeant through Chief Master Sergeant must maintain training records only when in UGT, in retraining status, or otherwise directed by the commander. Supervisors must ensure the AF Form 623 reflects accurate and current qualification for duty positions (wartime/peacetime) and skill-level upgrade. When a trainee has completed a task, the trainer will initial the "Trainer Initials" block, and tasks identified as core or critical tasks, the certifying official must initial the "Certifying Initials" block. The AF Form 803*, Report of Task Evaluations* may be used for further documentation of critical task item certifications. Part 1 of the CFETP also provides further information on documentation. Supervisors/trainers should make their documentation entries in pencil.

5.1. The CE CFM determined that both parts 1 and 2 of the CE CFETP would continue to be maintained in the AF Form 623. This is in reference to AIG 9689 DTG 281307Z FEB00, regarding Career Field Education and Training Plan availability.

5.2. Transcribing Training Records: The supervisor will carry forward those tasks trained, certified and required in the present duty position. When transcribing trained or certified tasks, use the date of transcription, not the date of completion. Again, part 1 of the CFETP provides additional guidance on documenting training. Use message 181322Z Dec 98, CFETP for transcribing procedures (98-57).

6. **Mandatory Career Development Course Program.** The mandatory CDC Program will be administered IAW AFI 36-2201, Attachment 3. This attachment gives detailed guidance on CDC completion issues.

6.1 CDC Volume Completion Schedule: Normally no more than 30 days per volume. Exceptions will be determined by the supervisor on a case-by-case basis and must be annotated on the AF Form 623a, *On-The-Job Training Record Continuation* Sheet. The supervisor will counsel personnel exceeding the established time limit.

6.2. Course Exam (CE): After the trainee completes the last Unit Review Exercise (URE), the supervisor will contact the UETM to order the CE (takes two to three weeks for exam to arrive on base). The supervisor must ensure a thorough comprehensive review of the entire CDC is conducted in preparation of the CE arrival. This review must be documented in the AF Form 623a and signed by the trainee and supervisor. A statement should be annotated to confirm a review was accomplished and trainee is ready to test. After determining the trainee is ready, the trainee's supervisor will contact the UETM and schedule a test date after confirmation that the CE is on base. Supervisors must schedule the CE date within one month of its arrival on base. The trainee and supervisor should use this time wisely to prepare for the exam.

6.3. First and Second Time (CE) Failures: AFI 36-2201 provides specific guidance on exam failures. Upon notification of first time failure, an interview must be accomplished with the commander, supervisor, and trainee. Then the supervisor, the supervisor must begin another comprehensive review of the entire CDC content, paying close attention to missed areas identified on the ECI Form 9. After accomplishing the review of the CDC content, supervisors should contact the UETM and schedule a retake of the (CE). For second time failures, refer to AFI 36-2210.

6.4. Squadron's 90 Percent Plus Club: Trainees scoring in the range of 90-94 percent on the (CE) will be appropriately recognized with a certificate of recognition signed by the unit commander as well as a one day pass. Trainees scoring in the range of 95-100 percent on the EOC exam will receive the same as above, however, they will be awarded a two-day pass versus a one-day (Fire Fighters will receive a one day pass combined with normal time off for all scores above 90 percent). This program will be administered by the UETM.

7. **Temporary Duty (TDY)**. When required, the trainee will hand carry training records and CDC materials to their TDY location. If no testing facility is available and the trainee's enrollment will expire prior to returning from TDY, the supervisor will contact the UETM and request a course extension.

8. **Honor Guard**. Personnel assigned to Honor Guard duties are required to maintain all training standards. If the trainee's training progress is affected by this detail, the supervisor will contact the UETM for recommendations. The unit commander will make determinations for extensions or detail exemptions.

9. **Off-Duty Education**. The policy for the Air Force is to allow all enlisted personnel maximum opportunity to further their education. While in UGT the supervisor is responsible to closely monitor trainee's duty performance, as well as their training progress. If the trainee fails to meet the established mandatory training requirements, off-duty education must be terminated so the mission can be met.

10. **Leave Approval**. Trainee's leave approval is at the discretion of the immediate supervisor. However, for trainees experiencing difficulties, coordination between the UETM and flight chiefs is encouraged.

Note: Rescheduling of UTA for members in UGT should be done only w/commanders approval and only when the supervisor/trainer of trainee's are also rescheduled to same date(s).

IAM N. CHARGE, Lt. Colonel, USAF
Commander

ATTACHMENT 5

CRAFT DEVELOPMENT SECTION (CDS)

Goal: To develop a squadron training plans and ensure unit personnel are trained to meet all base and contingency requirements.

Suggested Organization: The CDS is an established work center with a minimum of five CE technicians assigned from HVAC, electrical, structural, utilities, and pavements and equipment. These personnel should be selected based on their motivation, subject matter knowledge, and most importantly, their positive attitude. Unit training managers facilitate the CDSs so that established guidelines are followed and objectives and goals met.

Concept of Operations: The team should work together for a minimum of 3 months to meet the objectives. Technicians do not perform shop-related duties or standby during the time they are assigned (except for emergencies; e.g., base power outage). Once the squadron training days are established, technicians may return to their work centers. Then, they meet once or twice a month to coordinate the training days and resolve challenges that have occurred.

Objectives: To coordinate squadron-wide training days and weekly in-house training sessions, and to include training sessions during Prime Base Engineer Emergency Force (Prime BEEF) training days and home station training/deployments. The squadron shuts down for 1 full day each month, doing nothing but craft-related training; a portion of this training should be dedicated to multiskill contingency training.

- Develop training plans for core tasks listed on the Career Field Education and Training Plans (CFETPs) for each Air Force Specialty (AFS).
- Develop lesson plans to supplement AFQTPs, and instruct training sessions using both the lecture and demonstration/performance methods.

- Assist in the development of training plans for specific contingency-required tasks, specifically multiskilling tasks.
- Establish rotation schedules for transition trainees to ensure certification on all core tasks.
- Conduct task evaluations on technicians in both formal upgrade training and qualification training.

Keys to success:

- Support from the staff (commander, Ops flight commander, chief of engineering, etc.).
- Coordination among the craft development section personnel and shop supervisors.
- Acting upon inputs and suggestions from unit personnel on what, how, and when to train.

NOTE: This is optional for all ARC components.

ATTACHMENT 6

SAMPLE AF FORM 2096 WORKSHEET

DATE_____

Complete and return THIS FORM and the TRAINEE'S AF Form 623 record to the Unit Education and Training Manager. The information will be used to complete the trainee's upgrade.

NAME: LAST, FIRST, MI_____

RANK:_____   SSAN:_____

AFSC_____

FROM: _____ to _____skill level

Date Entered Training (YYMMDD)_____

Craftsman Management Course (7-Level) Graduation Date (YYMMDD)_____

Date Completed CDCs (YYMMDD)_____

Member meets all mandatory requirements and is recommended for award of Skill Level.

Supervisor_____   Trainee_____

----
1 Ind., CCQT_____

Date of Approval:_____

                                        IAM N. CHARGE, CAPT, USAF
                                        Squadron Section Commander, XX CES

Date from Supv:_____Date from CC:_____Date updated in PCIII:_____Date C/W:_____

ATTACHMENT 7

SAMPLE TRAINING BUDGET REQUEST

MEMORANDUM FOR CC
                    CERF
                    IN TURN

FROM: CET

SUBJECT: Training budget requirements for FY 01 (**1 Oct. 00 - 30 Seep 01**)

1. The following is a list of required training classes and cost for FY 01:

Class	# Slots	Cost pp	Total Cost
DOT HazMat Trans Trng	3	$425.00	$1275.00
REOTS	10	$1,000.00	$10,000.00
Water Treatment Certification	5	$195.00	$975.00

	# Days	Avg. Cost	Total Cost
Mandays (ARC)	10	$100.00	$1000.00

2. The total projected budget for FY 01 is $13, 250.00

3. If you have any questions, please call me at extension 0796.

                                        SUSAN B. ANTHONY, MSgt, USAF
                                        Unit Education and Training Manager

ATTACHMENT 8

CerTest QUALITY ASSURANCE/CHECK

Send all questions to the Program Manager, HQ AFCESA/CEOT,
Attn: MSgt Ron Brown
139 Barnes Drive Suite 1
Tyndall AFB FL 32403-5319
DSN 523-6392

Operations AFS: MSgt Ron Brown mailto:ron.brown@afcesa.af.mil.

Fire Department AFS: CMSgt Jim Podolske mailto: jim.podaske@afcesa.af.mil.
Readiness AFS: CMSgt Jim Podolske mailto: jim.podolske@afcesa.af.mil.

1. The following discrepancy is related to the pretest/posttest/video/CD-ROM (circle all that apply):
_____
_____
_____
_____
_____
_____

_2 Recommendations for improvements/corrections of the discrepancy
_____
_____
_____
_____
_____

ATTACHMENT 9

SAMPLE CDC STATUS REPORT

NAME: _____   SSAN:_____

COURSE NUMBER: _____   # OF VOLUMES: _____

ENROLLMENT DATE: _____   CDC ISSUED: _____

VOLUME NUMBER	DATE ISSUED	COMPLETION DATE/SCORE	URE DATE/SCORE	PRE-ASSESSMENT DATE/SCORE
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

SUPERVISOR AND TRAINEE BRIEFED ON: _____

I certify that I have conducted a comprehensive review with my trainee and that he/she is ready to take the course exam.

Supervisor Print Name/Signature

Trainee Print Name/Signature

Training Manager Print Name/Signature

ATTACHMENT 10

SAMPLE COMMANDER'S LETTER OF SUPPORT FOR HIGHER EDUCATION

MEMORANDUM FOR XXCES/CEOMB
                    ATTN: (TSgt Smith)
FROM: XXCES/CC

SUBJECT: Higher Education

1. I'm sure you've heard that education is the key to success. It opens many doors and is the barrier to entry for many endeavors. Don't be caught in tomorrow's workforce with yesterday's skills; keep up. I encourage you to consider higher education as a way to make yourself more valuable and marketable. The tie always goes to the more educated individual.

2. I want to impress upon and encourage you to simply enroll and start with one college course. Start with a course that has your interest. After the first course, you will be on an unstoppable quest for that "not so far away" two or four-year college degree.

3. The Air Force offers several tuition assistance programs for all of your courses. All you need to supply is the brain power and effort. Take my word for it-this is a good deal. There is no better time to start than right now. Talk with your education and training manager about the limitless boundaries out there in the world of continuing and higher education. One day you will be glad you did.

IAM IN CHARGE, Lt Col, USAF
Commander

ATTACHMENT 11

SAMPLE INITIAL ORIENTATION GUIDE

The immediate supervisor's initial orientation should cover the following areas:

- Introduce the trainee to the trainer(s).

- Explain the training goals.

- Explain the supervisor's and trainer's responsibilities to the trainee.

- Explain the trainee's responsibilities to the supervisor and trainer.

- Explain training requirements and the consequences for not meeting them.

- Explain time and duty requirements for duty position, job qualification, and upgrade.

- Explain the contents of AF Form 623 and how it will be used (for first-term airmen).

- Explain Career Development Course requirements.

- Review the CFETP and determine all tasks the trainee will perform in the duty position.

- Stress the importance of on- and off-duty education.

- Inform the individual of the duty schedule.

- Inform the individual of standards of appearance.

- Stress the importance of physical conditioning, weight management, and ergo testing.

- Give the individual a copy of the office/shop policies.

- Explain the related AFQTPs and CerTest program

ATTACHMENT 12

SAMPLE INITIAL EVALUATION GUIDE

The initial evaluation is planned counseling conducted by the immediate supervisor and/or trainer. It involves setting standards and minimum acceptable performance for specific duties and responsibilities. It also involves notifying individuals of their responsibilities and to whom the trainee is responsible. The duties and responsibilities should be explained to the trainee by the supervisor/trainer.

EVALUATE ALL PERSONNEL TO DETERMINE QUALIFICATIONS BEFORE THEY ASSUME DUTIES.

- Review or establish AF Form 623 for the newcomer.

- Evaluate the individual's training and experience.

- Interview the trainee to further identify his/her background and experience.

- Validate previously certified tasks on Part 2 in the CFETP (current training requirements) following transcribing procedures defined in AFI 36-2201 and CFETP part 1.

- Match duty position requirements to the qualifications of the individual.

- Identify the tasks the trainee needs to be qualified on and begin the training program.

- Start upgrade and/or qualification training.

- Determine if the newcomer understands what is required of him/her.

- Provide any additional information or guidance needed.

- Periodically follow-up on the initial evaluation.

- Document completion of initial evaluation with dates and signatures.

ATTACHMENT 13

AIR RESERVE COMPONENT (ARC) TRAINING DEVELOPMENT TEAM

Unit Education and Training Managers assigned to Air National Guard and Air Force Reserve face a unique training challenge. Unlike active duty counterparts, training plans developed will be tailored for personnel who are only available one weekend a month and two weeks annually.   The UETM must always look for ways to accomplish training. Listed below are suggestions on some of those methods.

- **Development Team**:
    - The purpose of this team will be to establish squadron training days and in-house training sessions for UTA weekends.

- **Concept of Operations:**
    - The team should be made up of six technicians/traditional guard personnel
    - Personnel should be selected based on motivation, subject matter knowledge, and positive attitude toward training
    - The team will establish a schedule to meet once a month or more often as challenges arise. You can procure additional days from the base or by contacting the Guard Bureau.
    - When developing your training schedule, a good rule is to have one full day of craft related training, multiskilling and contingency training (e.g. weekly or monthly).

- **Alternate Sources**:
    - Keep in mind many training avenues are available when you begin to develop your schedule.
    - If possible, confirm the DFT schedule and work to be accomplished. This will ensure you send people who need specific training on the deployment.
    - Always check with other squadrons on base to assist with your training needs. (E.g. security forces for convoy security, transportation for vehicle training and certification etc.).
    - Don't limit yourself just to the Guard and Reserve resources for training. Coordinate with active duty counterparts and remember, we're one fighting force.
    - The Air National Guard has five training sites so utilize them. You can have two UTAs back-to-back and have four days to train. If you're planning your BIVOUAC, you might want to call another unit and make one big joint BIVOUAC. These are cost effective with great training aspects. Call the Guard Bureau for guidance and call the airlift units yourself and see what airlift is out there to use. Depending on location of training, you may want to plan a convoy.

- **Keys To Success**:
  - The management of the training program is in your hands, as the UETM, but keep in mind many factors will play a role in the overall success of the program.
  - The support of the commander and flight chiefs is critical!
  - Keep personnel informed using bulletin boards, newsletters, etc.
  - Coordinate between shops and the development team and act on inputs and suggestions from unit personnel on what, how and when to train.
  - Rotate personnel in various positions of training. This gives everyone an opportunity to conduct classes.
  - Always ensure the development team is prepared for the UTAs (e.g. materials, classrooms, instructors, lesson plans etc.)

ATTACHMENT 14

COMMONLY ASKED QUESTIONS AND ANSWERS

1. **Q** - If a trainee is in 7-level upgrade training and the CFETP is a 5-level <u>core task</u> that the trainee has not completed, does this task still need to be completed?

    A - **Yes.** The CFETP directs <u>all</u> core tasks, <u>including</u> those core tasks from a previous skill level, must be completed before the award of the next skill level. Several 5-level tasks were identified as "core" tasks in the Apr. CFETPs.

2. **Q** - For individuals in 5-level upgrade training, what happens when they sew-on SrA and now realize they overlooked several "core task" requirements? Since they are progressing in training and don't have a documented break in training, will they be promotion test eligible?

    A - **YES.** However, they will need to get the Commander's approval for a skill level waiver**.** Work with the UETM to put together the waiver package. Be aware this will require <u>extensive documentation</u> showing the trainee's satisfactory progression in training. Again, please understand that this is only a waiver to test. If promotion is attained, the individual must still fulfill upgrade requirements (prior to sew-on).

3. **Q** - What is the current training proficiency standard for on-the-job training (OJT)?

    A - Today's Civil Engineer training proficiency standard for all OJT is "<u>Go</u>". "Go" means the trainee can perform the task unassisted and meet the local demands for accuracy and timeliness. The standard is reflected in the Apr. 97 CFETPs.

4. **Q** - I am in 7-level upgrade training. What *exactly* are my requirements for upgrade and attendance to the 7-level course?

    A - The requirements for awarding of the 7-level and attendance to the craftsman courses are as follows:

    - Minimum grade of SSgt
    - Completion of all core and critical duty position tasks.
    - Completion of CDCs - Fire Protection ONLY
        - CDC 57170A, Fire Officer 1
        - CDC 57170B, Fire Service Instructor
    - Completion of 7-level Read Ahead (RAM).
    - Individuals in TSC "C" (initial upgrade training) must complete **18 months** in upgrade training for award of 7-level. Individuals in TSC "G" (retraining) must complete **12 months** in upgrade training for award of the 7-level.

    - Completion of 7-level craftsman course. AFI 36-2201 allows individuals in TSC "C" to attend after completing **12 months,** TSC "G" **6 months in upgrade training** if all other mandatory training requirements have been completed.

5. **Q** - We <u>don't</u> have the capability to train on a task on base or in the local area. How are we supposed to get "certified" on the task?

   A – There are several training options available to civil engineers. Refer to the *"UETM's Role in Formal CE Training"* section of this guide**.**

6. **Q** - For tasks previously certified but not in the present duty position, we transcribe only the old completion date. If that is a core task, do we still need to verify/validate the previous certification?

   A - **Yes, most definitely.** See the Part 1 of the CFETP for instructions on certification or "re-certification".

7. **Q** - Where should Silver Flag Exercise information be recorded-- 623, readiness folder, or Readiness Flight?

   A – IAW AFI 10-210, para 3.3., the readiness flight chief will document Prime BEEF training using an automated system, such as the Deployment Management System (DEMS). Where no automated system capability exist, document training on AF Form 1098, Special Task Certification and Recurring Training. When a Prime BEEF member relocates to another duty station or separates from the Air Force, place a printout of the automated training record or a copy of the AF Form 1098 in the member's 623, On-The-Job Training Record or records folder.

8. **Q** - Who is ultimately responsible for the HAZMAT program?

   A - **It depends on your base!** Responsibility lies with the Base Civil Engineer (BCE) and they may delegate the responsibility to either the Fire Protection Flight or the Readiness Flight. This ownership issue too is being heavily discussed in several working groups. General guidance on the HAZMAT CerTest program is discussed in the CerTest Procedural Guide.

9. **Q** - How do you handle a 7-level school failure?

   A - 7-level school failures are treated just like a two-time CDC failure. A commander's evaluation is required to determine if the individual should be sent back to school, re-trained or separated.

10. **Q** - I was entered into code "D" for training. There appears to be no "time requirement" for me to complete training while in code D. Is that correct?

   A - **Unfortunately** that is correct. However it is <u>highly</u> recommended that the UETM discuss this with the Commander and formulate a time limit. As a general rule, we suggest a 12-mounth minimum, 18-month maximum time limit. The Commander always has extension authority…after all; it is the commanders program!

11. **Q** - I understand tasks marked with a diamond ("(") only require the completion of the AFQTP, but do I also <u>have</u> to get certified on the task?

A - As a **<u>minimum</u>**, AFQTPs are mandatory for all tasks marked with a diamond. However, if your unit has the piece of equipment, it is **<u>required</u>** you also get certified on the task. If your base does not have the equipment you must make every attempt to locate the equipment or become certified as soon as the equipment becomes available.

Evaluator Checklist

Name: _____ **WC:** _____ **Date:** _____

Task: _____ **Location:** _____

Instructions for the evaluator: Use this checklist to guide you through the steps of an evaluation when evaluating the trainee. This checklist may also be used to assess the evaluator.

Describe Instructions for the Performance Evaluation	Yes	No
1. State the purpose of the evaluation and the objective.		
2. Explain your role and the trainee's role.		
3. Provide instructions for the evaluation.		

a. Identify any automatic failure items
     1 Time limits (if applicable)
     2 Safety
     3 Step sequence (if steps must be completed in a specific order)
 	
   b. Miscellaneous information.		

Observe Task Performance	**Yes**	**No**
1. Annotate start time, if necessary.		
2. Position yourself to see everything, yet remain out of the way.		
3. Using a performance checklist (of the task breakdown or other document), mark each step off as it is completed using an S for satisfactory or a U for unsatisfactory.		
4. Document strengths and weaknesses.		
5. Identify safety violations, as applicable.		
a. Stop the evaluation immediately if the trainee violates any automatic failure items. b. After correcting mistakes, continue the evaluation to get a total picture for remedial training purposes.		
6. Annotate completion time, if necessary.		
Provide Trainee Feedback	**Yes**	**No**
1. Review performance checklist to determine pass or fail.		
2. Provide details on strengths and weaknesses.		
3. Give suggestions for improvements on any weak areas.		

ATTACHMENT 16

ALL PURPOSE CHECKLIST			

TITLE/SUBJECT/ACTIVITY/FUNCTIONAL AREA	OPR	DATE	
COMMANDER RESPONSIBILITIES (AFI 36-2201, Paragraph 4.9.)	**HQ AFPC/ DPPAT**	**1 Apr 97**	

NO.	ITEM *(Assign a paragraph number to each item. Draw a horizontal line between each major paragraph)*	YES	NO	N/A
1.	4.9.1. As a minimum, do you: a. make training a CC priority? b. require unit training manager to schedule regular training briefings to you? c. require training assessment meetings? d. require comprehensive training plans and establish evaluations methods when needed? e. visit work areas regularly to assess level of training? 4.9.1.1. Do you ensure support personnel fulfill their responsibilities for producing highly skilled and motivated airmen by: 4.9.1.2. Appointing unit Education and Training managers (ETM), 3S2X1, to authorized position to manage the unit OJT program and keep you abreast of training issues? a. When no 3S2X1 is assigned, do you appoint an additional duty training manager in writing and forward, a copy of the appointment letter to the base training manager? b. Does the ETM work directly for you unless mission needs dictate otherwise? c. Have you added the ETM to the unit's in/out processing checklist? d. Do you ensure unit ETM's duties do not include other additional duties that detract from their responsibilities? 4.9.1.3. Do you ensure supervisors and ETM plan and schedule OJT according to operational requirements, training availability, and opportunity? 4.9.1.4. Do you ensure supervisors identify position (wartime and peacetime) qualification and skill level upgrade requirements for the work center and assigned individuals? 4.9.1.5. Do you designate trainers and certifiers in writing and ensure they meet the following requirements? a. Trainer: (1) Recommended by supervisor? (2) Qualified and certified to perform the task to be trained? (3) Has attended a formal trainers course? b. Certifiers: (1) At least a SSgt with a 5-skill level or civilian equivalent? (2) Is someone other than the trainer? (3) Is qualified and certified to perform the task being certified? (4) Has attended a formal certifier course? EXCEPTIONS: 4.9.1.6. Trainers may sign off trainees records on non-core, non-critical tasks by initialing the trainer's column. 4.9.1.7. For positions, units, and/or shops with unique training, standardization, and certification requirements (e.g., space ops/missle maintenance shops, maintenance training/AETC instructor, air traffic controllers, aircrew standardization flight examiners, load masters, fire fighters) the			

	already approved and established procedures for quality training and certification apply.			

NO.	ITEM *(Assign a paragraph number to each item. Draw a horizontal line between each major paragraph)*	YES	NO	N/A
	4.9.1.8. Individuals who have attended a formal instructor qualification course and are currently performing duties as instructors, regardless of AFSC, are not required to complete the Air Force Training Course. These individuals can perform trainer and/or certifier duties as designated above.			
	4.9.1.9. For AFSCs without a 5-skill level, a 3-level who meets all other requirements may act as a certifier.			
	4.9.1.10. In "one-person shops", any person qualified to perform the task, regardless of rank, who has completed certifier's training can certify regardless of AFSC. EXAMPLE: The trainer, supervisor, OIC, or commander can be the certifier as can any qualified certifier from the unit, base, or local area. The trainee's commander must designate the certifier in writing and ensure that supervisors document initial evaluations.			
	4.9.1.11. Do you ensure supervisors and ETMs develop a Master Task List (MTL) for each work center to ensure 100 percent task coverage?			
2.	4.9.2. Ensure tools are available to accomplish OJT and training is properly documented:			
	4.9.2.1. Are CFETPs used to manage training, achievement of skills and knowledge are properly documented?			
	4.9.2.2. Do you identify and schedule unit personnel for formal training requirements in accordance with mission priorities?			
	4.9.2.3. Do you manage the CDC program effectively to minimize failures, extensions, non-completions, and reactivations (refer to attachment 3 of AFI 36-2201)?			
	4.9.2.4. Ensure effective program management and evaluation:			
	4.9.2.4.1. Do you ensure a process exists by which unit personnel provide training feedback to unit ETMs and command FMs?			
	4.9.2.4.2. Do you seek assistance for unit ETMs as needed?			
	4.9.2.4.3. Do unit personnel conduct remedial training?			
	4.9.2.4.4. When withdrawing airmen from training, are they placed in "TSC T" when they fail to progress in training, i.e., CDC failure, non-completion, or 7-skill level school failure (refer to attachment 4 of AFI 36-2201 for additional guidance)?			
3.	4.9.3. Do you ensure the unit education and training manager:			
	a. trains unit personnel to perform OJT responsibilities?			
	b. helps resolve unit training problems?			

NO.	ITEM	YES	NO	N/A
	_____			
4.	4.9.4. Do you request help with these tasks from the base training manager when necessary?			

AF FORM 2519, NOV 91 (EF-V2)   PREVIOUS EDITION WILL BE USED.

NO.	ITEM *(Assign a paragraph number to each item. Draw a horizontal line between each major paragraph)*	YES	NO	N/A
5.	4.9.5. Do you ensure supervisors conduct and document initial evaluations within the first 90 days of assignment to determine and brief trainees on: a. airmen qualifications? b. OJT requirements? c. formal training requirements? d. responsibilities? e. career development course requirements? _____			

ATTACHMENT 17

Air Force Form 623, Training Record Checklist

Description	Yes	No

Career Field Education and Training Plan (CFETP)
 	
Attachment 1/Certification page
 	
•   Fill out identification data
 	
•   Ensure a minimum of two individuals print their names and sign their initials (trainer and certifier) as training and certifying officials
 	
Transcribing Procedures (OJT Guide, pages 19-20)
 	
•   Transcribe the AFS tasks according to the OJT Guide
 	
•   For *AFS Specific Contingency Responsibilities*:
 	
    •   If an individual <u>did not</u> receive hands-on training, the trainee will initial in the trainee column and the certifying official will initial in the trainer column
    •   This indicates there was no task certification performed
    • Document hands-on training with all three sets of initials		

Entries on the AF Form 623a (OJT Guide, page 54) • Document items to track training and progression, including: • Transcribing to the new CFETP • Initial Evaluation *(Per* AFI 36-2201*, this must be conducted and documented within 90 days of assignment)* • <u>Always</u> include the date and two signatures: the trainee and whoever is documenting the record (trainer, certifier, or certifier)		
Additional Items • Post message changes to all CFETPs and Master Task Listings • File the completed CFETP Briefing MFR in the AF Form 623 • Document training as it occurs: it must be kept up-to-date! • Document the CDC progression worksheet		

ATTACHMENT 18

DEFINITIONS AND ACRONYMS (GLOSSARY):

As obvious from the paragraphs above, the training world uses many acronyms and terms you probably have never heard before. Unless you work with them on a daily basis, you can quickly be overcome by them and get that "deer in the headlight look". Listed below are some of the training terms and acronyms.

ART - Air Reserve Technician

AFS - Air Force Specialty. A career field. We have 13 different enlisted AFSs in the CE family.

AFQTP Qualification Training Package. A training package developed to help a trainee to complete their training on a specific task or piece of equipment. AFQTPs may be printed (paper-based), computer-based (interactive CD ROM), or some other audiovisual media. Identifies the minimum standard **required for task certification**. The major difference between a QTP and an AFQTP is the level of development. AFQTP's may be developed locally and approved for usage by MAJCOMS; however, AFQTPs are developed by HQ AFCESA and disseminated for usage in each unit

AFSC - Air Force Specialty Code. The number that goes with the specialty…similar to an officer's 32EX.

CBI - Computer-based Instruction. The use of computers to aid in the delivery of classroom instruction. Instructors are usually on-hand to answer questions or help students navigate through the course.

CBT - Computer-based Training…alias Interactive Software (ICW)…alias Interactive courseware…alias Multi-media. The use of computers to aid in the delivery and management of instructional material.

CDCs - Career Development Courses. CDCs directly support OJT and are used to satisfy the career knowledge requirements for skill level upgrade. CDCs are written by the CDC writers at the CE schoolhouse (Fire Protection CDC writer is at HQ AFCESA). All CE AFSs have multiple volumes of CDCs. A second, very important use of CDCs is they are the primary source of information for the SKT (Specialty Knowledge Test) which active duty airmen must take (and do well on) to get promoted.

CerTest - A multi-media evaluation program used to test an individual's knowledge of principles and procedures in their career field.

CFETP - Career **Field Education and Training Plan.** Part 1 of CFETP lays out the career path for each person.   Each AFS has its own CFETP which identifies the training requirements to get upgraded, mandatory and recommended education, and all other requirements a person needs throughout their career. Enlisted CFETPs are managed by the

366th and HQ AFCESA/CEOT. The HQ AFCESA/CEOT staff manages officer and civilian CFETPs.

ConTest - ConTest is an interactive computer-based testing program designed to evaluate a student's knowledge of <u>contingency topics</u>. Contest does not replace hands on instruction (Category II Home Station Training). Rather, its purpose is to augment a unit's Category I Home Station Training program.

Core Task - A task the Air Force Career Field Managers (AFCFMs) identified as a minimum qualification requirement within an Air Force specialty. Proficiency of core tasks is mandatory for skill-level upgrade.

Critical Tasks - A task the work center supervisor identified as having a detrimental effect on mission accomplishment. **Critical tasks are mandatory,** even though may or may not be core tasks certifiers may document on the AF Form 803.

Diamonds - A unique addition to CE's CFETPs. They identify contingency/wartime tasks that would be core tasks if the equipment was available to the vast majority of bases. The "(" that is placed in column 2 of each CFETP. Completion of the task's AFQTP is required for upgrade and qualification training.

Duty Position Tasks - The tasks assigned to an individual for the position currently held. These are assigned by the supervisor and identified by circling the lowest number in the CFETP

HST - Home Station Training. HST is defined as annual contingency training that is conducted at the individual's home station. HST is managed by the Readiness Flight.

Just-In-Time Training (JIT)- JIT is training received from local resources prior to contingency operations.

MRA - Mission Ready Apprentice. Concept is for students at the initial tech. school, 3-level apprentice course, to be taught to do an increased number of tasks to the "certification" level. Tasks marked "3c" in the CFETP reflect those tasks which will receive this level of training during an MRA course. Impact to you is that new trainee's will require less OJT time to become productive members of your team. Additionally, less time will be required for these airmen to complete the required training for skill-level upgrade. Note: Funding for MRA courses is limited. To date, the only CE courses that have been approved/funded are Fire Protection, Electrical Systems, HVAC/R, and Operations.

OJT - On-the-Job Training. Hands-on, over-the-shoulder training conducted to certify personnel in training tasks. OJT is the Commander's responsibility!

Training Standard - "Go/No-Go" The stage at which an individual has gained enough skill, knowledge, and experience to perform the task without supervision…."they can *go* do the job!"

List of manuals and instructions:

        AFI 10-210, Prime Base Engineer Emergency Force (BEEF) program

        AFI 36-401, Employee Training and Development (Civilian Training)

        AFI 36-2201, Developing, Managing, and Conducting Training

        AFMAN 36-2105, Officer Classification

        AFMAN-36-2108, Airman Classification

        AFMAN 36-2245, Managing Career Field Education and Training

        AFMAN 36-2247, Planning, Conducting, Administering, and Evaluating Training

        AFIND 2, Numerical Index of Standard and Recurring Publications

        AFIND 9, numerical Index of Departmental Forms

        AFMAN 36-8001, Reserve Personnel Participating and Training Procedures

        AFI 36-2629, Individual Mobilization Augmentee Management

        AFI 36-2633, The Air Force Reserve Individual Ready Reserve Program

        AFVA 36-211, Officer Classification Structure Chart

        AFVA 36-212, Airman Classification Structure Chart

ATTACHMENT 19

WEB SITE LISTING

The following Internet addresses are provided as additional resources to help manage a CE Training Program. Internet addresses are subject to change as each webmaster updates or improves their respective sites.

Air Force Institute of Technology (AFIT)
http://cess.afit.af.mil/

Headquarters Air Education and Training Command (AETC)
http://www.aetc.af.mil

Goodfellow AFB, Texas
http://www.goodfellow.af.mil/

Sheppard AFB, Texas
http://www.sheppard.af.mil/.

Eglin AFB, Florida
http://www.eglin.af.mil

Maxwell AFB, Alabama - Air University
http://www.maxwell.af.mil

Air Force Training Web Site
http://www.afpc.randolph.af.mil/aftrain/

Air Force Institute for Advanced Distributed Learning AFIADL, formerly known as ECI)
http://www.maxwell.af.mil/au/afiadl/

United States Air National Guard
http://www.af.mil/sites/ang.html

201st Red Horse Flight (REOTS)
http://www.state.pa.us/PA_Exec/Military_Affairs/air_national/201.htm

Base Individual Augmentees Administrator (BIMAA)
http://www.arpc.org/arpc.htm

Community College of the Air Force
http://www.maxwell.af.mil/au/ccaf/

UP FRONT "The CE Schoolhouse External Newsletter"
http://webi.sheppard.af.mil/366trs/

Fire Department Training and Certification (ETCA)
http://www.afrc.af.mil/hq/ce/FIRE/PAGES/firehome.htm

HQ AFCESA Home Page
http://www.afcesa.af.mil/

U.S. Army School Listing
http://call.army.mil/call/homepage/schools5.htm

Air Force Personnel Center
http://www.afpc.randolph.af.mil/main.htm

Air Force Administration of Publications and Forms
http://afpubs.hq.af.mil/

Reserve Component Air Force Web Site
http://raweb.osd.mil/

EOD CDC Information
http://www.eglin.af.mil/navscoleod/cdc.htm

AFRC Limited Access Training Web Home Page
https:wwmil.afrc.af.mil

ETCA
http://hq2af.keesler.af.mil/etca.htm